

**Discovering my teaching features and their relation with my students' learning:**

**An autoethnography**

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Thesis proposal submitted to the  
Instituto de Estudios Superiores en Educación  
of the Universidad del Norte  
in partial fulfillment of the requirements for the degree of  
Master of Arts in ELT

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Universidad del Norte, Barranquilla  
May, 2014

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### **ABSTRACT**

One question was explored in this study: What features of my teaching seem to influence my students' language learning? To answer this question nine students: five males and four females from an English Beginners Level 2 course in a public university and me as a teacher researcher participated in this autoethnographic case study. Observation was conducted during four weeks in six class sessions, a focus group interview with the students was done and journals from both the students and the teacher were collected. Data sources were videotaped, recorded and transcribed; they were coded and analyzed using qualitative methods. There were three main elements that were explored to answer the question. Results showed emergent patterns related to my teaching features such as my proactive side, my informality and affection; in regards to my students' signs of learning there were elements such as learning from instruction, learning from co-construction and learning and performance. Findings indicated that between my teaching features and my students' learning there was a relation in terms of my attitude, the way activities were presented and the classroom environment.

Key words: teaching features, students' language learning, relation, attitude, activities, and classroom environment.

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## **CHAPTER 1: INTRODUCTION**

### **1.1 Introduction**

I find myself in a moment in my teaching career where reflecting on the past and observing the present can be indicative of how and why I choose to do the things I do in class and how this can help define a future teaching path. It is all probably for personal satisfaction. It is as if I need to see myself reflected on my students to finally accept who I am as a teacher. What I did with this research was explore how my teaching features seem to influence my students' learning.

For the purpose of exploration I decided to observe my teaching, interpret my classroom events, evaluate their outcomes and identify what works and what does not and make adjustments in an attempt to influence my students' language learning. This usually happens because there is a need for all professionals in general and teachers in particular to solve problems because our practice is challenging. Schön (2000) states that:

“When a practitioner reflects in and on his practice, the possible objects of his reflection are as varied as the kinds of phenomena before him and the systems of knowing-in-practice which he brings to them. He may reflect on the tacit norms and appreciations which underlies a judgement, or on the strategies and theories implicit in a pattern of behaviour. He may reflect on the feeling for a situation which has led him to adopt a particular course of action, on the way in which he has framed the problem he is trying to solve, or on the role he has constructed for himself within a larger institutional context” (The reflective practitioner part one section, para. 17).

By assuming this position we as reflective practitioners can come to terms with the phenomenon, understand it and start making adjustments in our teaching contexts. Those adjustments and the things we are going to try out can have different types of outcomes that in the end will hopefully maximize learning for both teachers and learners.

By doing this my students will recursively help me to redefine my purpose, my goals, my professional objectives and make me consider a method or an approach that is inclusive and will generate satisfaction for me as a teacher and satisfaction for them as language learners. It is important to consider how students' needs influence the content and how the course will be developed based on it. Gomez (n.d.) explains that:

“Needs analysis is a complex process which has to take into account what Hutchinson and Waters (1987:54-63) define as “target needs”, what learners need to do in the target situation – i.e. language use, and “learning needs”, what learners need to do in order to learn – i.e. language learning. In a more modern view, we should not only take into account “target needs” and “learning needs” – i.e. objective needs – but also learners' subjective needs, that is, their affective needs, such as their interests, wishes, expectations and preferences (Nunan 1988)” (The importance of needs analysis section, para. 2).

This is an invitation for all language teachers to become reflective and through reflection come to understand their practice. While reflecting we can become active participants. Some are convinced that theorists have the “right” answers, the “right” methods, the correct way to teach for learning to take place. Some act as if there is only one way to teach, as if a model could fit all. I say that there is another way to approach a language class. I say that there is a need to analyze many of the elements that make up

the language-teaching thus language-learning scenario and teachers should be aware of the signals. The idea is that we all become part of the solution and stop being part of the problem. This is all based on what I found while reading Kumaravadivelu (2003):

“The traditional assumption that professional theory belongs to the domain of the theorist and personal theory belongs to the domain of the teacher. Although this approach does not place theory and practice in positions of antithetical polarity, it nevertheless perpetuates the artificial divide between theory and practice and between the theorist’s professional theory and the teacher’s personal theory. Another drawback is that this approach offers only limited possibilities for practicing teachers because they are not empowered to design their personal theories based on their own experiential knowledge; instead, they are encouraged to develop them by understanding, interpreting, and testing the professional theories and ideas constructed by outside experts” (p. 19).

It is evident that many things have been said and done around the topic of teaching and learning and also specifically in the realm of ELT. There is Nunan, Kumaravadivelu, Oxford, Curran, Krashen, Terrel and Hammerly to mention a few. In Colombia some interesting investigations have been done by Orrego and Monsalve (2010) for example to identify the conceptions about learning held by students and teachers in the undergraduate Foreign Language Teaching program at the Universidad de Antioquia. “The study showed that teachers' conceptions can be classified under four theories of learning: behaviorist, psycholinguistic, pragmatic, and sociocultural. Regarding the use of learning strategies, results show that affective and memory strategies are the least frequently used, whereas cognitive, social, and compensation strategies are the most frequently used” (Abstract).

Another interesting research was undertaken by Fandiño (2010) who did a study that emphasized on the learner's affective factors and found that "explicit strategy instruction in SLLS is helpful in heightening learner awareness of the importance of paying attention to their own feelings and social relationships as part of their learning process. Thus affective factors are important considerations that both teachers and students need to reflect on to gain a deeper understanding of the nature of language learning and, ultimately, to gain insight about themselves" (Abstract).

Laura M. Colombo (2012) claims in her study "that the use of L1 is a necessary cognitive tool for fostering inter-cultural learning through online discussions in SFL classes" (Abstract).

There is also another research done by Maria McNulty (2010) where pre-service teachers identify topics and formulate research questions in action research under the guidance of advisors in the teaching practicum of an undergraduate foreign languages teaching program in Colombia. "The objective is to examine pre-service teachers' and advisors' beliefs about useful methodological strategies to identify the topics and formulate the research questions, and the roles they assumed. This study shows that journal writing, collaborative dialogue, exploring and expanding one's theoretical base, delimiting topics, and demonstrating work were useful strategies" (Abstract).

Herazo, Jerez and Lorduy (2009) present an investigation where they "disagree with the assumption that communication can only take place when learners have learned and defend the position that it might happen when learners are learning. Our position is supported with grounded theoretical reflection as well as with data coming from the EFL class of a group of sixth graders during an ongoing action research project on the



use of task-based learning (TBL) to develop citizenship and EFL proficiency”

(Abstract).

Olarte, Guerrero, Torres, Ramírez and Torres Mesa (2004) carried out research to identify the processes of innovation in the language curriculum by a group of public school teachers in Bogotá. The innovation process was observed in three stages: identification of the area of intervention, planning, and implementation of the innovation. “The results tell us that teachers planned and carried out curricular innovations thinking critically about students' needs and interests. They adopted curricular perspectives that helped them construct and support their classroom projects. Finally, teachers acted reflectively during the implementation of the innovation by adjusting their pedagogical practices in order to benefit students' learning and to achieve their institutional goal” (Abstract).

It can be stated then that there is a need in the field of education and particularly in language teaching to permanently study how teaching is done and how teaching practice is therefore related to learning.

To support this statement there is a study by Guadalupe, Figueroa, and García (2007) that investigated the learning styles of students and teachers and whether the teacher's teaching style matches with the students' learning styles to determine if learning and motivation are present when there is a crossroad between learning and teaching styles. “It was found that the tactile learning style was the most representative. This finding is not similar to any other research done in this field. The Tactile style was followed by the Auditory and Kinesthetic styles which were represented by the same percentage. There was a match between teaching and learning styles. According to the

data, it was confirmed that when there is a crossroad between teaching and learning motivation is present” (Abstract).

And to conclude with what has been done in Colombia regarding ELT and language learning there is a very interesting research done by Rosado (2012) in the city of Barranquilla, a small town in the Caribbean Coast of Colombia. Her research was meant to contribute “to the general understanding of learning as a complex system. I suggest that by studying the fractalized configuration of students’ and teachers’ learning systems in these classrooms, I am somehow getting a reflection of how other fractals in the context of English Language learning in Colombia are configured as well. The EFL/ ESL academic community could benefit from approaching students’ learning from a complex perspective recursively connected to teachers’ learning” (Abstract).

In few words my research was meant to be another way of looking at this reality and explain how it has been and what it means to be a language teacher in another small town in the Caribbean coast of Colombia.

## **1.1 Rationale**

I have been teaching English for eight years now. Seven of those were followed by pure intuition. Intuition guided by my students’ performance. Some had negative and some had positive outcomes. Through them I started to discover myself as a teacher and discover my students as learners. It is interesting to consider the idea of proactive and reactive teaching in this specific part of the paper. I tend to be aware of patterns and modify classroom situations to avoid negative outcomes. In regards to this Davis (2006) (as cited in Tate) includes an idea that is relevant “Learning as much as you can about your diverse learners enables you to bridge the cultural gaps between you and them” (p.

2). This allows me to model behaviors and complement lessons with things that interest them. In that complex and intricate context I look at their age, likes, dislikes, socioeconomic background, family structure and future plans. Knowing about them gives me the opportunity to look for ways of presenting what is going to be taught in class. It is because of this that I thought it would be interesting to include some notions of what it means to be an effective classroom manager. Tate (2007) includes the following proactive characteristics described by Tileston:

“They lead the class by modeling the expected behaviors, such as how to control impulsivity and how to use positive self-talk. They build resiliency in students by gathering and interpreting student data, developing a positive relationship with each student, providing feedback to each student, understanding students’ unique differences, and understanding that content should be taught from a variety of linguistic and nonlinguistic organizers. They take care of behavior problems quietly and quickly. They move from low-profile interventions to more elevated measures while remaining calm. They realize that student behavior can be affected by a positive physical and emotional environment. They provide routines that are followed consistently daily. They assist students in perceiving the value or importance of the task. They directly teach students how to reach personal goals and provide feedback on their progress toward those goals. They reduce stress by making sure that students know what to do and how to do it” (p. 2).

Being proactive is all about action. It is all about assisting, directing, reducing, realizing, moving, taking care of, building, leading the classroom atmosphere and the students towards their own pro activity.

I also spend time observing them on a daily basis and based on their reactions towards the topics, classroom atmosphere, teacher and the whole language learning phenomenon make changes and adjustments. I make decisions and adapt to the different groups. Another aspect that caught my attention was the connection between affection and language teaching and learning. At first I did it all by intuition there was something that told me that if I presented myself in a different manner, without the “teacher” label and more with the “human” label and let them know me and my family they could feel more comfortable and relaxed. It was obvious that learning a language made many of my students uncomfortable and insecure. Their faces and body language said it all.

I thought it would be interesting to mention how Humberto Maturana (2008) explains all this with his particular theories about emotion, language and education.

“Emotion or emotioning is a kind of behaviour and a manner of relating; when ever our emotion changes the domain of relating changes.

Emotioning is learned through experience (to laugh, cry, accept, reject, love, hate). We are always in emotion - it is present in us always” (What is to be Human section, para. 22).

I can understand and perceive that emotion is there in each of my students and in me as well, it is there every day and in every class we share. As a teacher I think there are ways to trigger the positive side of emotions. I think that in a positive state of mind learning can occur more effectively. This same author also reflects upon language and emotions and says that the entwining of both is conversation. He states that “It’s an

association of a linear and a circular process (like a tire running on the road), i.e. a recursion in coordination of coordinations of behaviour. Language takes place in the relationship” (What is to be Human section, para. 23).

His theories have certain implications in education and I feel identified with his position. He states that we cannot cause people to learn but we can somehow create conditions for our students to make connections with their history or structures. It is all about being aware of the other and recognizing each other in a specific environment.

Then theory showed me that I was working towards the lowering of the affective filter without knowing about its existence. I knew there were feelings and very strong ones involved in the process language learners underwent but I did not realize to what extent they could hinder or promote learning. The term Affective Filter included in Krashen’s (1981) Monitor Model caught all my attention and I could just think about the affective variables. The three he mentions Anxiety, Self-Esteem and Motivation made me realize that every learning path starts there. It is all about affection. I decided to ask my students how they felt towards English in general and then the class and the teacher in particular. Their answers motivated me to keep on looking for different ways of presenting myself and the class topics in order to lower their affective filters. While immersed in this I realized there were two possible scenarios.

There is one that involves a language learner with high or low affective filter per se as a personal choice for assuming learning. What I mean is that the Affective Filter is already high or low within that person. On the other hand there is another one that includes the teacher with his or her attitude and where he or she has the possibility to either raise it or lower it.

I decided because of this to modify my practice, include elements, apply techniques that would promote a change in attitude and therefore believed that just then there could be some type of learning.

To be able to find out more about this I decided to work with my Level 2 Group 1 night course at a public university in the city of Sincelejo in the Caribbean Coast of Colombia. This is a course that met twice a week for two hours for a total of sixty-four hours in a semester. The group was composed of undergraduate students in an age range from 18 up to 28. They were in between third and ninth semester of Electronics, Accounting, Civil Engineering, Mathematics, Business Administration, Agroindustrial Engineering and Biology.

In my attempt to make this happen I came to the conclusion that there is a very powerful connection a teacher can have with his or her students. It is all about being aware of the many situations that go on in a language teaching classroom and working with these elements.

## **1.2 Research Question**

To find out more about this awareness principle and elements the following question was answered: What features of my teaching seem to influence my students' language learning?

I started understanding how complex this teaching-learning process is. There are many things that influence the way we teach like our past learning experiences, our learning styles and strategies, our beliefs, our background and social context. There are also many things that influence our students learning processes: their learning styles and strategies, their emotions, their abilities, their disabilities, their context and background

just to mention a few. In the following section some issues were addressed to underline what I thought could be my theoretical backbone to try and give answers to this question.

## **2. CHAPTER 2: THEORETICAL FRAMEWORK**

In this part of the research I decided to look into theory based on the teaching-learning components mentioned above. I somehow knew that those components built my teaching practice and made sense when thinking about my students' learning patterns. I therefore needed to see the relationship between my teaching and their learning. I started by explaining the complexity of the teacher-student relationship and the importance of considering interaction in general terms. I then came to describe specific theoretical issues regarding teaching and learning that allowed me to explore my question.

Because of the multiplicity of elements involved, it can be stated that there raises a link between teacher and student. I support these statements with what Alhadeff-Jones (2009) expressed "According for instance to Pineau's (2000) learning theory, inspired by Rousseau and Morin, learning (formation) involves intertwined interactions maintained with oneself (auto - formation or self - directed learning), with other (hétéroformation or hetero - learning) and with the physical and natural surrounding environment (écoformation or ecolearning)" (p. 66).

I considered the concept of interaction due to the fact that I believe that in the relation with one-self, the other and the environment is that I can look at what my teaching features are, where the choices come from and interpret my students' actions as an indicator of learning. There is a very interesting concept by Morin (1994) that

revolves around the idea of the context or what he so calls “ecology”. He supports the idea that an organism builds itself up out of an existing environment into the existing ecology. The idea of self-eco organization is very useful if I think about it in terms of how my teaching is organized. It is impossible not to consider the class conditions and how I am also influenced by my students’ learning processes. I am part of the context with my students and in response to that I adopt a certain shape. That is I have my own and particular teaching identity and thus my teaching features acquire their own shape.

In this sense and with this general background I chose the following concepts to outline my study. These were the main areas: Teaching Identities, Methods in Second or Foreign Language Teaching, Dialogic Teaching, Learning Theories, and EFL Learning.

## **2.1 Teaching Identity**

In this research I had the necessity to look at how the many components that build my teaching practice show my “teaching identity”. That teaching identity that defines me as a teacher because of the perception I have of this role and the influence past and present educational and personal experiences have. But not only is my identity a mere reflection or description or action. I am the teacher I am because I am part of something greater than myself: society, family, education community, co-workers and students with whom I interact on a daily basis and in them I find meaning and sense to what I do or say in my classes.

I found an interesting concept about identity from Gee (2001) (as cited in Beijaard, D., Meijer, P., & Verloop, N.) that has an echo on what was stated above:

“Identity is not a fixed attribute of a person, but a relational phenomenon.

Identity development occurs in an intersubjective field and can be best



characterized as an ongoing process, a process of interpreting oneself as a certain kind of person and being recognized as such in a given context” (p. 108).

I thought that the concept of identity was important to be explored in this study because what I want to do is tell my story. It is a story that does not start with the illusion of studying a language teaching career, where I could have been able to reflect about learning theories, language theories, methodology, didactics, evaluation, and course design. It is the story of a woman who studied Communications and had the opportunity to start building the notion of “teaching identity” from the first day she was given the chance to be in a class full of teen-agers who did not want anything to do with the subject matter: English.

Following the same thought and after doing exhaustive research on teachers’ professional identity Beijaard, D. et al. (2004) found that:

“It seems that the concept of professional identity is also used in different ways in the domain of teaching and teacher education. In some studies, the concept of professional identity was related to teachers’ concepts or images of self (e.g., Knowles, 1992; Nias, 1989). It was argued that these concepts or images of self strongly determine the way teachers teach, the way they develop as teachers, and their attitudes toward educational changes. In other studies of professional identity, the emphasis was placed on teachers’ roles (e.g., Goodson & Cole, 1994; Volkmann & Anderson, 1998). Furthermore, professional identity refers not only to the influence of the conceptions and expectations of other people, including broadly accepted images in society but what a teacher should know and

do, but also to what teachers themselves find important in their professional work and lives based on both their experiences in practice and their personal backgrounds (Tickle,2000)” (p. 108).

While I was looking for research on teaching identity I found an interesting study that talked about ethical formation of teacher identity. I understood following Mingyue’s (2011) ideas that there is a very strong link between identity and ethics. This author included the ideas of other authors to support her statement: “Since identity is a matter of arguing for oneself (MacLure, 1993), the creation of identity becomes an ethical imperative (O’Leary, 2002)” (p. 184).

I believe that in some way I felt identified with the relationship between Ethics and Teacher Identity. So I decided to keep on reading about it and liked the idea of explaining this concept through Clarke’s (2009) “identity work diagram” which was adapted from Foucault’s (1985) four aspects of axes of the relationship to oneself into identity. As mentioned by Mingyue (2011) “Clarke translated the four axes in terms of substance of teacher identity, the authority sources of teacher identity, the self-practices of teacher identity, and the endpoint of teacher identity.”

When I got to this spot I found the four axes description intriguing. Through my story telling I wanted to know how I described myself and this is part of something called forms of subjectivity; a concept as stated by Clarke (2009) which pertains to the first axis and is called substance of teacher identity. I think that character and passion towards teaching strongly determine the way I teach. This is a path to the discovery of my teaching features. I remembered I assumed the role believing I had no idea how someone could actually learn English with me but had this great urge to listen to, help, advice and in whatever possible way transform our youth into “better” human beings.

In terms of the second axis that has to do with beliefs, attitudes, behaviors and what authority the teacher should assume I still think today that after 8 years of teaching it is not what I know that matters; it is more about what I do, why I do it and how I treat every student I get the chance to meet. I favor open, healthy, constructive student-teacher relations.

As for the third axis that deals with the self-practices of teacher identity and which concerns the practices or techniques employed in the classroom I can say that I decided to go into a graduate English language program searching for those strategies because I knew and still know that I need improvement in this area. I am very “informal” in this aspect. I never think in terms of a lesson plan. I prefer to look at what the material is offering and do adaptations and activities from there. Also the students’ mood determines my action plan. What I value is the connection I can have with my students and how the environment affects them positively or negatively towards their achievements. I try to break the rules and not go by the book. All I try to do is connect the language to their reality. Sometimes I succeed and many times I fail.

Another thing I was exposed to during this process and believe is worth mentioning is the notion of teacher’s roles and I want to show how it connects with the concept of teaching identity in this third axis because this axis also deals with reflection.

With this in mind is where the idea of teachers’ roles becomes important and I consider it allows me to explain the importance of being “reflective” to later on become “transformative”. Kumaravadivelu (2003) expresses that teaching roles have evolved through time, from the passive technician to the reflective practitioner and all the way to the transformative intellectual. Each having proper features which even overlap and that the process from a passive to a transformative teacher needs indeed a great deal of self-

reflection and self-renewal. This progression has in its core the idea of “practice”. I have mentioned it through this paper and find it very useful to see how he defines it to see where I stand.

“Practice is seen to constitute a set of teaching and learning strategies indicated by the theorist or the syllabus designer or the materials producer, and adopted or adapted by the teacher and the learner in order to jointly accomplish the stated and unstated goals of language learning and teaching in the classroom” (p. 18).

It is in this scenario that many teachers permeate or stay. They are convinced that theorist have the “right” answers, the “right” methods, the correct way to teach for learning to take place. Instead he proposes enhancing teachers’ minds with what is out there but for them to become their own theorists, their own source of opinions and be the creators of new ways of effective teaching.

Regarding the fourth and last axis in Clarke’s (2009) “identity work diagram” that has to do with the goal or purpose of teaching I can say that I still strongly believe that I teach because I enjoy meeting new students with lives, desires, dreams, problems and situations that inspire me to inspire them. I think it is all about “touching lives” and hoping that some of them find sense in what they are doing or not doing at all.

To conclude it can be stated that for me the role I choose is part of my identity and as mentioned before defines my features and it is with that in mind that my practice needs to be updated, reevaluated, tried and changed. All this makes sense after understanding that there is theory which explains why this need actually occurs. Kumaravadivelu (2003) gives it a name: the “strategic thinkers” and the “strategic practitioners”. On one hand, the strategic thinker reflects on needs, wants, situations,

and processes of learning and teaching and the strategic practioner develops knowledge and skills necessary to self-observe, self-analyze, and self-evaluate their own teaching acts.

This is how this research came about. After 8 years of thinking about needs, wants, situations and processes it was time to self-observe, so there could be self-analysis and some sort of self-evaluation. This autoethnography is in some way allowing me to describe myself in this “new role” I have assumed and try to find the connection my “doing” has with my students’ learning. I also need to state that I spent an important portion of this section on Kumaravadivelu’s work because I feel totally identified with his ways of describing a new generation of teachers and students that need new teaching and learning opportunities.

## **2.2 Methods in Second or Foreign Language Teaching**

It is of great importance for the study to do an overview of Second Language Teaching Methods due to the fact that it will explore teacher practice and identify teaching features. I consider Peter Westwood’s (2008) definition regarding the term method helps to clarify the term. He defines it as such:

“A teaching method is characterized by a set of principles, procedures or strategies to be implemented by teachers to achieve desired learning in students (Liu & Shi, 2007). These principles and procedures are determined partly by the nature of the subject matter to be taught, and partly by our beliefs or theories about how students learn” (Preface section, para. 1).

So the method or methods one chooses has to do with a multiplicity of elements and choices to be considered. The simple act of considering them has made the concept of method an always changing idea. The language teaching-language learning sphere is not disconnected with all these changes in perspectives and has been in constant evolution since the last century.

To show how the methods in language teaching have evolved I decided to look at a historical progression of the concept of Second Language Teaching Methods and found a summary in an article written by Theodore S. Rodgers (2001). He explains it in this manner:

“The period from the 1950s to the 1980s has often been referred to as "The Age of Methods," during which a number of quite detailed prescriptions for language teaching were proposed. Situational Language Teaching evolved in the United Kingdom while a parallel method, Audio-Lingualism, emerged in the United States. In the middle-methods period, a variety of methods were proclaimed as successors to the then prevailing Situational Language Teaching and Audio-Lingual methods. These alternatives were promoted under such titles as Silent Way, Suggestopedia, Community Language Learning, and Total Physical Response. In the 1980s, these methods in turn came to be overshadowed by more interactive views of language teaching, which collectively came to be known as Communicative Language Teaching (CLT). Communicative Language Teaching has spawned a number of off-shoots that share the same basic set of principles, but which spell out philosophical details or envision instructional practices in somewhat diverse ways. These CLT spin-off approaches include The Natural Approach, Cooperative Language Learning,

Content-Based Teaching, and Task-Based Teaching” (Schools of Language Teaching Methodology section, para. 2).

It is clear that second language teaching methods and approaches are related with their historical background, specific situational context and an idea of how students learn. Each method connects with a precise period of time. So what is happening now? How are ideas shifting regarding second language teaching methods? There are two researchers whom I agree with that I will mention that have a particular way of describing what is going on in our classes now a days.

David Nunan (2000) has been working on experiential learning and from all his students’ stories and background and from observing teachers he came to the following conclusion: “As teacher educators, our challenge is to convince teachers that we can learn a great deal from listening to our learners. We have to listen to what they don’t say as well as to what they do say. We have to listen to the language they use as well as to the language they don’t use. We have to notice the ways in which they transform the language data and learning experiences that we provide for them” (p. 8).

By doing this we take off the conception that there is only one way to teach. By doing this our students help us to become creative, redefine our purpose, our goals, our professional objectives and consider a method or an approach that is inclusive and will generate some type of personal satisfaction both in the teacher and the student. Nunan (2000) could not have expressed it better:

“The stories that my learners have shared with me over the years have helped me to identify, define and refine the problems and challenges of facilitating language acquisition in instructional contexts. They have also helped me to shape responses to those challenges in ways that were not dreamed of in the

books on which I cut my professional teeth. Finally, they have provided me with a basis, if not for framing a pedagogical theory, then for suggesting a number of hypotheses that can be contested against the realities of classroom life” (p. 9).

There is another point of view which I find particularly relevant by Kumaravadivelu (2003) where he states that “when transcending the limitations of the concept of method teachers can then be empowered with the knowledge, skill, attitude, and autonomy necessary to devise for themselves a systematic, coherent, and relevant theory of practice” (p. 2).

This idea is connected with what Nunan expressed above. It is in my practice that I want to find out if what I do in class with my students has some relevance with their context, their reality and helps them learn or not.

It is with this in mind that I feel identified again with what Kumaravadivelu (2003) expresses:

“To shape the practice of everyday teaching, teachers need to have a holistic understanding of what happens in their classroom. They need to systematically observe their teaching, interpret their classroom events, evaluate their outcomes, identify problems, find solutions, and try them out to see once again what works and what doesn’t” (p. 2).

I mention Kumaravadivelu (2003) repeatedly because he has an inspiring manner to encourage teachers to go beyond the idea of method and introduce themselves in a journey towards something more challenging, to look for opportunities in what he calls the post-method era in language teaching. To get closer to the concept of post-method era he discusses the misconception of the word “method” for second and foreign language teaching. He mentions 11 of the existent methods and suggests grouping them



in three categories for a better understanding of common features. These are: (a) language-centered methods, (b) learner-centered methods, and (c) learning-centered methods. Because of an increase dissatisfaction with the methods proposed during the years there has arisen a new era of teachers, researchers and language teaching community in general in search of another way of doing things in class that relate to classroom contexts and realities. He describes it as such:

“Having witnessed how methods go through endless cycles of life, death, and rebirth, the language teaching profession seems to have reached a state of heightened awareness—an awareness that, as long as we remain in the web of method, we will continue to get entangled in an unending search for an unavailable solution; that such a search drives us to continually recycle and repack the same old ideas; and that nothing short of breaking the cycle can salvage the situation. Out of this awareness has emerged what I have called a “postmethod condition” (p. 32).

I came to understand that if I became aware of my practice and my students’ needs, and wants “maybe” my “method” could influence their learning. I have spent my eight years of teaching day in and day out trying to understand what is going on in class and will continue to do it as long as I teach. This is why I am doing this research to observe my teaching, interpret my classroom events, evaluate their outcomes and identify what works and what doesn’t to make adjustments in an attempt to promote language learning.

### 2.3 Dialogic Teaching

In relation to the idea of new teaching and new learning I found an interesting concept to include in this research. This whole proposal makes part of a “non-traditional” classroom reality and it is the alternative I hope to find to some extent in my classroom observation analysis. Scott (2009) implies that:

“Dialogic teaching is very different from practices commonly seen in many classrooms where teachers construct question and answer sessions during which they ask questions, frequently closed questions, and students bid competitively for the opportunity to give generally brief answers. In contrast, dialogic teaching is characterized by comparatively lengthy interactions between a teacher and a student or group of students in a context of collaboration and mutual support” (p. 2).

One particular thing I have to say is that, in lower level English classes, most students do not have the ability to maintain “lengthy interactions” in the L2 so it will be very interesting to analyze how maybe with code switching which implies moving from the L1 to an L2 or vice versa as a learning strategy students help each other and also can progress during the class sessions. Regarding code switching Bloomberg (2004) says it is all about interchanging two languages while speaking. For students who are learning a second or foreign language it is about feeling comfortable and finding their way from one language to the other. Additionally, in Knestrict, T., & Schoenstadt, L., (2005) study (as cited in Lundeen 2009) they think that “it gives students security because they are speaking privately”. On the same note Kasperczyk (2005) states (as cited in Lundeen, 2009) that “teachers use code switching activities to assists students in clarifying misunderstandings using their second language. When a partner code

switches during their discussion the other partner speaks in their native language illustrating the concept” (para. 3).

After this parenthesis I would like to go back to the idea of dialogic teaching/learning but seen through the notion of interaction. Scott (2009) also suggests that:

“These interactions can occur in the context of whole class, group or one on one learning activities and are designed to help the child to build understanding, explore ideas and practice thinking through and expressing concepts. During these interactions teachers deliberately model and explicitly teach strategies for reasoning, enquiry and negotiation, among others” (p. 2).

I believe that the concept of dialogicity is stimulating both for the teacher and the student. Robin Alexander (2008) says that “Dialogic teaching is an approach and a professional outlook rather than a specific method. It is concerned not only with the techniques we use but also the classroom relationships we foster, the balance of power between teacher and taught and the way we conceive of knowledge” (p. 1).

One of my focal points while teaching is developing an open relationship with students, where they get the chance to know me at different levels since I am an individual in the many roles in life that we assume besides being teachers. In turn I ask them to tell me about them at various levels as well and with that, have a chance to discover what other things make them the person they are besides being a language learner.

It is difficult to say to what extend students in a beginner’s language course break the mold of providing brief answers. It is a matter of knowing when to do it and encouraging them to try. “ In dialogic classrooms students are given a certain stimulus

to be able to narrate, explain, analyze, speculate, imagine, explore, evaluate, discuss, argue, justify, and ask questions of their own” (Alexander, 2008, p. 2).

As a complement to what has been stated and for the purpose of my classroom analysis it will be important to consider from the same author the following features of dialogic teaching. This approach or outlook towards teaching should be:

“Collective, meaning that participants address learning tasks together;  
Reciprocal, implying that participants listen to each other, share ideas and consider alternative viewpoints; Supportive, because students express their ideas freely, without fear of embarrassment over “wrong” answers, and they help each other to reach common understandings; Cumulative, in the sense that participants build on answers and other oral contributions and chain them into coherent lines of thinking and understanding and Purposeful since classroom talk, though open and dialogic, is also planned and structured with specific learning goals in view” (p. 3).

On the other hand because it is teaching that “breaks away from the mold” Scott (2009) expresses that “during these interactions teachers deliberately model and explicitly teach strategies for reasoning, enquiry and negotiation, among others”. While in the process teachers show students the tools to for example use talk to reason, explore, evaluate and participate in discussions. This same author says that teachers who are concerned with this type of teaching present students the language and skills they need to achieve their goals. The teacher carefully incorporates features needed by students to enrich the process. Some of the features are: open questions, exploring of ideas, discussion, negotiating, justifying, listening, giving others time to think, thinking about what they hear, and being receptive to other points of view.

All I wanted to do was explore the concept and try to identify if in my classes I can at least observe signs of this dialogicity.

## **2.4 Learning Theories**

I can look at and understand my teaching features if I take into account what has been said about learning in education as well. I needed to go back to some of the Learning Theories or Models that have impacted the education community throughout the years because of my lack of knowledge on the subject matter. It is meaningful to me to learn about this while I do this study because I have no pedagogical background professionally. I am a communicator. I did not study to be a teacher.

Now I know after completing my modules on English Language Teaching that learning was conceived in my times as a product. I can even say that still today I give grades because there is this notion that learning is an outcome, it is the end product of some process. Learning has to be recognized or seen so it has to be permanently measured. It is as if there were an emphasis on activities that are pre-designed and only one “correct” answer is allowed.

For the purpose of this study I preferred centering my attention on the notion of learning as a process. I identify more with this schema because there is a concern with what happens when the learning takes place. As defined by Lachman (1997) in a study (as cited in Smith, 2012) “First, learning may not include a change in behavior (this would exclude classical conditioning). Second, it is important not to confuse learning with the product of learning. Observable change is a product” (para. 8).

I consider that each student has its own way of learning, and that learning has different levels of knowledge and understanding. I identify with the idea of students

recognizing where they start and how they evolve or achieve certain competencies. I like the idea of having students pick their activities or way of presenting projects because it is a way of allowing them to show how each one has grown. I also embrace the idea of having permanent assessment and evaluations that are flexible where there is a place for mistakes and new attempts.

Going back to the theory it is stated by Smith (2003) “that the focus on process takes us into the realm of learning theories – ideas about how or why change occurs.” For this focus there are four main orientations: the behaviorist orientation to learning, the cognitive orientation to learning, the humanistic orientation to learning, and the social/situational orientation to learning. This is how I believe that in our role as teachers and more precisely as language teachers there are multiple ways in which these orientations come together. Sometimes relating to one another and sometimes overlapping. I know that I have arranged different types of class moments that have been full of “grades” which measure learning just because the paradigm is installed at our workplace, in our minds, in our students’ minds. I only hope and wish that because I am an advocate of learning as a process I can progressively do the transition from the product concept of learning to the process per se.

I needed to show for my own appreciation of these four orientations what the emphasis or focal point is in their various aspects. This allowed me to find myself in terms of my concept of learning.

**Table 1 Four orientations to learning (after Merriam and Caffarella 1991: 138)**

<b>ASPECT</b>	<b><u>BEHAVIOURIST</u></b>	<b><u>COGNITIVIST</u></b>	<b><u>HUMANIST</u></b>	<b><u>SOCIAL AND SITUATIONAL</u></b>
<b>Learning theorists</b>	Thorndike, Pavlov, Watson, Guthrie, Hull, Tolman, Skinner	Koffka, Kohler, Lewin, Piaget, Ausubel, Bruner, Gagne	Maslow, Rogers	Bandura, Lave and Wenger, Salomon
<b>View of the learning process</b>	Change in behaviour	Internal mental process (including insight, information processing, memory, perception)	A personal act to fulfill potential	Interaction/observation in social contexts Movement from the periphery to the centre of a community of practice
<b>Locus of learning</b>	Stimuli in external environment	Internal cognitive structuring	Affective and cognitive needs	Learning is in relationship between people and environment
<b>Purpose in education</b>	Produce behavioural change in desired direction	Develop capacity and skills to learn better	Become self-actualized, autonomous	Full participation in communities of practice and utilization of resources
<b>Educator's role</b>	Arranges environment to elicit desired response	Structures content of learning activity	Facilitates development of the whole person	Works to establish communities of practice in which conversation and participation can occur
<b>Manifestations in adult learning</b>	Behavioural objectives Competency - based education  Skill development and training	Cognitive development Intelligence, learning and memory as function of age Learning how to learn	Andragogy Self-directed learning	Socialization Social participation Associationalism Conversation

While going back and forth and researching about learning and having to go from articles with too many technical terms or on the other hand finding suggestions online

about classroom pedagogy I went back to a wonderful book called *How Learning Works* written by Ambrose, Bridges, Lovett, DiPietro and Norman (2011) and they based their research on the following definition: “We define learning as a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning”. Now they go on to explain that the three critical components of the definition are seen in the following manner: On one hand the process takes place in the mind and this can be inferred from students’ products or performances. Second, learning relates to a change in knowledge, beliefs, and behaviors unfolding over time and thus has an impact on how students think and act and last but not least learning is something students do by themselves. It is the result of how students interpret and respond to their experiences.

Based on some interesting research on the field the same authors came up with seven learning principles:

“Students’ prior knowledge can help or hinder learning; How students organize knowledge influences how they learn and apply what they know; Students’ motivation determines, directs, and sustains what they do to learn; To develop mastery, students must acquire component skills, practice integrating them, and know when to apply what they have learned; Goal-directed practice coupled with targeted feedback enhances the quality of students’ learning; Students’ current level of development interacts with the social, emotional, and intellectual climate of the course to impact learning; To become self-directed learners, students must learn to monitor and adjust their approaches to learning” (p. 5, 6).



All I can say is that I can relate, understand, and comprehend where they come from and find these principles very useful to develop new teaching strategies.

## **2.5 Learning EFL**

Due to the fact that this investigation had a non- English speaking setting and English was taught to a Spanish speaking community in a Spanish speaking country it is relevant to say that I taught a foreign language. Rebecca Oxford (2003) describes it as such: "A foreign language is a language studied in an environment where it is not the primary vehicle for daily interaction and where input in that language is restricted" (Introduction section).

The term L2 will be used in a general manner as it is usual in this field to either refer to a second or foreign language.

The next aspect to take into account is the distinction made between the term Language Acquisition and the term Language Learning. This specifically refers to two ways of developing language competence. As described by Wilson (2000) he mentions Krashen's (1981) point of view:

"Language acquisition is a subconscious process not unlike the way a child learns language. Language acquirers are not consciously aware of the grammatical rules of the language, but rather develop a "feel" for correctness. "In non-technical language, acquisition is 'picking-up' a language." Language learning, on the other hand, refers to the "conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them." Thus language learning can be

compared to learning about a language” (The Acquisition Learning Distinction section, para. 2, 3).

After looking at this definition it is clear then that language instruction in my context is based around the notion of “learning” rather than “acquisition” just because of how the courses are organized. They are fast paced, short term schemas that go against the ideal of Acquisition. The intention is to be communicative by any means but the materials are grammar oriented in most cases leaving almost no room for authentic language interaction.

In an attempt to get them closer to a “natural way” of learning or acquiring English I try to involve my students with authentic English. They have become so grammar oriented through the years and stuck to the book that I try to combine the rule with exposure opportunities. I show them how to download music videos with lyrics from YouTube, invite them to watch TV shows and movies with no subtitles, listen to music permanently, and send them e-mails that are written only in English.

Let’s say then that the students in my setting are learning English and that in that process they are using their learning strategies and styles. On one side Rebecca Oxford (1990) says that “Learning styles are the general approaches –for example, global or analytic, auditory or visual –that students use in acquiring a new language or in learning any other subject” (p. 2).

In this sense it would be good to display a variety of activities within the classroom that respect and enhance learning styles to promote learning. As for learning strategies Oxford describes them as follows: “Learning strategies are defined as “specific actions, behaviors, steps, or techniques--such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task -- used by

students to enhance their own learning” (p. 2). For me learning strategies are out there to solve problems and as a mechanism, they are able to be taught. Each student will adopt them as they feel helps them solve, comprehend, understand and reach a goal.

It is also important to show here for the purpose of this study the characteristics of a good language learner by Rubin and Stern (1975) (as cited in Nurhayati, Supriyanti and Triastuti) because of the need to identify signs of learning in my students. This is Rubin’s (1975) list:

“Willing and accurate, guesser, strong drive to communicate, uninhabited, attends to forms, practices — seeks out conversation, monitors own speech and the speech of others and attends to meaning.”

From Stern’s (1975) lists these are some of the characteristics:

“A personal learning style or positive learning strategy, an active approach to the learning task, a tolerant and outgoing approach to the target language and empathy with its speaker, technical know-how about how to tackle a language, strategies of experimentation and planning with the object of developing the new language into an ordered system and of revising the system progressively, constantly searching for meaning, willingness to practice, willingness to use the language in real communication, self-monitoring and critical sensitivity to language use, developing the target language more and more as a separate and reference system and learning to think in it.”

What is relevant to the above matter is that we as language teachers need to know about learning preferences regarding learning an L2 so that we can make adjustments in our instruction and allow styles to flourish in our students. Our

framework should be based not on what we think has to be taught and how, but on what our learners want and need to learn respecting their choices in style and strategies to accomplish their own objectives.

To conclude with this section I found 7 hypotheses about language learning from David Nunan (2000) that helped me identify those signs of learning I was looking for while doing my class observation. These were created from his story telling approach which emphasizes on the students concepts towards the L2, their particular learning moments and experiences as well as their social and educational contexts. I numbered them accordingly:

1. Learning will be enhanced if the curriculum acknowledges that learners will reinterpret, and transform input from the teacher, the textbook and the tape.
2. Learning will be enhanced if the curriculum acknowledges that the relationship between teaching and learning is asymmetrical – in short, that learners do not learn what teachers teach in a linear, additive fashion.
3. Learning will be enhanced if learners are given opportunities to contribute their own ideas, experiences and feelings to the learning process.
4. Learning will be enhanced if there is a focus on learning processes as well as the language content.
5. Learning will be enhanced if the curriculum acknowledges that there are different routes to success, and teachers recognize that it is their responsibility to help learners find their own best ways.
6. Learning will be enhanced if learners are given opportunities to negotiate aspects of their learning.

7. Learning will be enhanced if the curriculum reflects the fact that language acquisition is complex, organic, and inherently unstable.

I have come to think that learning only takes place if the person involved wants to learn. There is a space where actions happen and they may lead to some sort of learning. Learning has rhythms and different paces. The EFL teacher needs to be aware of all this and set a place for interaction and exchange between the student and the teacher and in between students and that in those language relations there could be some sort of understanding, understanding that becomes learning.

### **3. CHAPTER 3: METHODOLOGY**

#### **3.1 Approach**

In this section I discussed some essential ideas of why I chose to do a qualitative research. I also explained the methodology that was used to answer my research question and research objectives; as well as what my methodology was based on: an autoethnographic case study. Then I went on to describe the participants in the study, the data collection instruments and procedures.

It is important to say that in our field, that of teaching and learning and specifically in teaching and learning an L2 when doing research the important thing is that we must be sensitive to our contexts because we are dealing with human beings; add to that element that those human beings are also in the process of formation and learning. We need to capture the essence of the teacher and the essence of the student. We need to be sensitive towards the participants perceptions, to how the situations unfold and immerse ourselves at the time of interpreting what is going on. Because of this is that I chose

qualitative inquiry. I found a definition by Denzin and Lincoln (2000) (as cited in Richards) that relates to what was stated above:

“Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self....This means that qualitative researchers study things in their natural settings, attempting to make sense of or to interpret, phenomena in terms of the meanings people bring to them” (p. 149).

With this in mind is that I needed to make sense of my classroom setting, my students’ decisions, actions and reactions, my choices and my delivery just to mention some of the elements that were present while doing this research. My question had important elements to be explored in regards to teaching identity and learning and therefore qualitative research allowed me to identify these issues. Here is the question and how the objectives helped answer that question.

### **3.2 Research Question**

Because this research was born out an inherent need to reflect and explore about my teaching style, beliefs, assumptions, role and identity and see if it lead to some sort of learning within my students I decided to ask myself the following question:

What features of my teaching seem to influence my students’ language learning?

### 3.3 Objectives

This research project contributed to characterize my emergent teaching features and how they seem to influence my students' language learning. To develop the aim of the study these were the specific objectives:

1. Identify the features of my teaching in general.
2. Identify signs of my student's learning features.
3. Relate what teaching features seem to influence my students' language learning.

### 3.4 An Autoethnographic case study

When analyzing the question and the objectives it is clear on one hand that I am a fundamental part of the study. This means that I have to do research on myself because it is all about how and why I do the things I do in class. Second, I need to analyze how and why my students respond the way they do in terms of learning. This led me to include in my methodology the notion of autoethnography and the notion of case study.

First it is important to determine what autoethnographic research is. Based on Chang (n.d.):

“Autoethnography is an ethnographic inquiry that utilizes the autobiographic materials of the researcher as the primary data. Differing from other self-narrative writings such as autobiography and memoir, autoethnography emphasizes cultural analysis and interpretation of the researcher's behaviors, thoughts, and experiences in relation to others in society. Autoethnography should be ethnographical in its methodological orientation, cultural in its

interpretive orientation, and autobiographical in its content orientation”

(Abstract section).

To me as an educator autoethnography is useful because I am in permanent contact with humans in a specific cultural setting. This offers the possibility to tell my story, my past experiences and through the understanding of my actions and decisions I can then understand my students’ context in the present and therefore transform the old into something new and build my practice through discovering the relationships we establish in our classroom. It also allows me to write in a personally engaging manner that will appeal to many kinds of readers and not only conventional academic writers. According to Nash (2004), “scholarly personal narratives” liberate researchers from abstract, impersonal writings and “touch readers” lives by informing their experiences” (p. 28).

Finally I can say that autoethnography is appealing to me because through self-reflection and self-examination I can achieve self-understanding and I can then relate to others (my students) through differences and or similarities.

Now let’s look at the definition of case study. Hamilton (2011) says that:

“A case study approach is often used to build up a rich picture of an entity, using different kinds of data collection and gathering the views, perceptions, experiences and/or ideas of diverse individuals relating to the case. This approach provides what is termed ‘rich data’, as it can give the researcher in-depth insights into participants’ lived experiences within this particular context” (p. 1).

I chose to do a case study because I wanted to focus on a group of students from a public university that are in a level 2 English course that have certain characteristics that can be observed, described and analyzed in order to gain an in-depth look at their



language learning process as a phenomenon and relate it to the teaching phenomenon. As a set of individuals they can bring richness to the whole class component and each member's perception can be taken into account to complement the group's lived experiences in class.

This study also incorporated notions of Classroom Discourse Analysis because I believe that it is in those language relations and the use of language in our lives as teachers that we can identify patterns, features or signs of learning. We as social members of a community need language to do things. We accomplish it through discourse which is a way to express oneself using words. We know, we value and experience the world through it. As McGregor (2003) underlines, "Discourses are used in everyday contexts for building power and knowledge, for regulation and normalization, for the development of new knowledge and power relations, and for hegemony (excess influence or authority of one nation over another)" (Understanding the theory of Critical Discourse Analysis section, para. 1).

As educators in our specific setting we are always asking ourselves about what to achieve in class but also what our students need. In that dialogic relationship and through language is that we can come to terms with our reality.

Our context as teachers is full of permanent language exchanges that convey meaning. With a general classroom talk discourse analysis I can reflect on what is said, how and why it is said. I can start to understand the way my students construct their discourse. It is being aware of what is said, in what moment and for what purpose.

It is an interesting matter to apply this type of analysis in this research as a tool for exploring the richness of the language use in class in terms of the dialogues between the teacher and the students, the turn-takings, the activities selected, the way of eliciting

and explaining, and the way of answering from students to discover if certain teaching features promote learning.

In an article written by Zhang (2008) the researcher points out the discussion between classroom discourse and student learning. In few words stating that “In classroom learning and teaching, a large proportion of time is spent in talking and listening. Being one basic medium of classroom interaction, talking should play a crucial part in the process of learner development.” Because my intention is to be reflective it would be a good opportunity to think more about how classroom discourse is a means for students to approach learning. Zhang (2008) mentions the relationship between talk and learning:

“For instance, Alexander (2004:6) points out that it is always written work that is regarded as ‘real school work and as the most reliable medium for measuring pupil’s learning’. Barnes (1992:124) also implies that learning is not simply adding bits of information to the previous knowledge. Rather, most important learning is a matter of ‘working on understanding’, which can be achieved through talk (ibid)” (Introduction section, para. 2).

It can be said that probably classroom talk can allow students to process and assimilate new information and that is why the interest in this field has been so appealing for many researchers. Zhang (2008) mentions two of the most significant:

“Vygotsky (1978:86) explains the interaction between learning and development, among which the concept of the zone of proximal development (ZPD) is the central idea. He defines ZPD as ‘the distance between the actual developmental level as determined by independent

problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers' (Vygotsky, 1978:86). As Wells (1999:xiii-36) points out, Vygotsky stresses more in the ways language influences mental functions and how language functions inner speech, while Halliday pays more attention to 'language in its social uses', 'the relationships between spoken and written texts', and 'the situations in which languages are created and interpreted" (p. 80).

I have to conclude this section by saying that many times in my lower level classes students tend to be very passive and that is why I take the lead or the dominant role. It is with the intention of obtaining some type of move and get them "talking". I want to find out if assuming that central role allows them to contribute along the way.

### **3.4.1 Participants**

The case study had 10 participants. There were 9 students from the Level 2 Group 1 English course at a public university in Sincelejo on the Colombian Caribbean and the tenth participant was me as the teacher researcher. The students were chosen based on their L2 language ability. There were three of them with a high competence in English, three of them with a fair competence and the other three with a low competence within their current Level (Beginners). Their ability was measured according to class participation, homework assignments, quiz and oral presentation grades. Within the 9 participants, five were male and four were female. The age range was from 18 up to 28. The males who study Electronics were in 4<sup>th</sup> semester and the rest of them were in Civil Engineering on their 3<sup>rd</sup> semester. The females who study

Biology, AgroIndustrial Engineering and Business Administration were all in 4<sup>th</sup> semester.

It is important to mention that undergraduate students take 5 English levels for free at this public university. They go from an A1 Level 1 to an A.2.2 Level 5. They sign up for them when they have a spot in their schedules that matches the time and day for a specific level. The only condition the university has set is that undergraduates need to complete 5 levels of English to be able to graduate. Despite this students do not take advantage of the opportunity and wait even one or two semesters to start studying English again. There is no continuity and therefore no corresponding level. Maybe this happens because they do not receive credits for their English courses. They probably feel it is not worth it although they know they have to take them.

As for me I was on my mid-thirties while doing the research. I have an undergraduate degree on Communications from Universidad Externado in Bogotá, a Human Resources degree from Universidad Tecnológica de Bolívar in Cartagena and an English Teaching degree from Universidad Pontificia Bolivariana in Montería. During the research I was studying to gain a master's degree on English Teaching from Universidad del Norte in Barranquilla. I moved to Sincelejo eight years ago. From then on I started teaching English to elementary and high-school students at a private school up until 2011 and in 2012 changed jobs and taught for one year in a small private University in Sincelejo. I was teaching at the public University at the time of the project. While I was doing the research I had students from third up to tenth semester in an age range from 16 up to 28 and from Beginners (Level 2) to Intermediate (Level 5). I worked for a total of 16 teaching hours a week, plus I helped with Placement Tests,

Abstract translations, and Pro-Saber Testing Strategies for tenth semester Biology students and the Language Center events for the semester.

### **3.4.2 Data collection**

The data collection was conducted in 4 weeks and was divided in 2 stages. The first stage included classroom observation during 2 pilot sessions and my own journal writing and the second stage included ongoing classroom observation for 4 sessions, student journal writing, my own journal writing and a focus group interview. I used a variety of instruments with the idea of producing sufficient data and for the process to be reliable and valid.

#### **3.4.2.1 Classroom Observation**

I recorded 2 pilot sessions on April 29<sup>th</sup> and May 6<sup>th</sup> / 2013. I told my 25 students about my research project and they all agreed on being recorded. For the purpose of the study and to limit my sample I chose 9 students as my research participants. I wrote a Consent Letter which they all signed and agreed on all terms (See Annex 9).

I started recording these two sessions after one of my student participants told me he had a handy-cam he could lend me and another student from the whole group told me she had a tripod. I decided to place the tripod and the camera on the right hand front corner of the room with the intention of recording the majority of the group and me while in class. I did the piloting to see my reactions and their reactions while being video-taped and allowed myself and them to get used to the idea of being observed to try and avoid any uneasiness and changes in discourse or behavior. This all comes from a theory proposed by William Labov (1972) called the Observer's Paradox and which

refers to a phenomenon that occurs where the observed is influenced by the presence of the observer.

As this was going on I thought it was important to include another camera that could record from back to front in an attempt to have a broader perspective of what could be observed from different angles. When one of my students told me he could bring his Samsung S4 Cell phone to record I then decided to collect data non-stop from May 20<sup>th</sup> up until May 29<sup>th</sup> for a total of 4 more class sessions. This meant I had 6 class sessions of one and a half hours each on average.

In this type of qualitative studies observation becomes the key instrument for collecting data because as expressed by Kuna (n.d.):

“In this technique the researcher-observer attempts to gain access or entry into the group or society under study. The significance of access is to enable the researcher think, act and participate in the lives, habits, work patterns and activities of the group under observation.

Observational data not only helps in the detailed description of events, contexts and people; it in addition enables the researcher gain insights into the meanings participants attach to the events under observation” (p. 10).

It is with this in mind that I chose to observe how students respond to the activities proposed and to the “teacher talk”, how is it that they interact among each other and with the teacher and also describe how I behave according to my choices. The observation was intended to identify teaching characteristics and learning patterns.

Additionally all the video recordings were transcribed for classroom discourse analysis (See Annex 2). With the transcriptions I examined I-R-F exchanges, and non-

traditional classroom talk to determine what kind of interaction is more relevant regarding teaching and learning with my group of students in their specific class setting.

The first thing I decided to do with the video recordings of the class sessions was to watch them carefully and take notes. I made a chart where I put on one column the actual data from observation and on the second column the interpretation of that observation. I paid attention to the following things: what was said, how it was said, what effect it had and on the other hand I looked at non-verbal language: body expression and facial expressions because I believed this would add a layer and could be meaningful when talking about findings.

The second step I took after watching the videos and getting a “general feeling” of what was going on during the sessions was to transcribe each one of them. This was with the intent of grasping in more detail what I said and what my students said in each class to look at my teaching features and relate this to their learning or lack of learning patterns. I wanted to look at words and how those words could in some way describe my teaching and signs of students’ learning.

After reading the transcripts for each session over and over many times I selected certain parts of the classroom discourse in the form of quotes and assigned names. These names had to do with what I thought was going on during the interaction. The ideas for the names came from theory and notions I had heard during my ELT studies. There were names like: Eliciting, Feedback, Giving instructions, Joking, Modeling Activity, Classroom Awareness, Positive Reinforcement and Teacher Code Switching to mention a few that related to the teacher per se; I also gave names to elements that derived from the students like: Student’s Affirmative Response, Student

Using L1, Student's Correct Response, Student's Oral Activity or Student's Intervention.

These names therefore became my codes. I finally came up with a list of 49 codes (See Annex 1). In general terms these codes helped me find my way through a significant amount of information in each of the class sessions. They became like interaction organizers. They were showing me what was recurrent and somehow what was missing during my class sessions. They were presenting me certain patterns that became indicative of my teaching features and my students' learning.

#### **3.4.2.2 Journals**

I decided to use this instrument to gather data from my own thoughts and to gather data from my student participants as well.

I kept my own journal from the day I started recording Session No. 1 on April 29<sup>th</sup>. I did it to discover how I felt before starting each class, what I thought at the end of each session and what my perception of students learning or lack of it was after the session was over (See Annex 3). This has to do with need to follow on the steps of becoming a "reflective practitioner". This is relevant because of what I intended to do. It is so because this autoethnographic case study dealt with my identity and therefore I had the need to write about my perceptions, my beliefs, my values and so journal writing allowed me to make reflections about my actions, my daily classroom teaching issues and triggered insights about learning in general (See Annex 4 ). It was a valuable tool because I had the chance to start understanding myself as a teacher. As stated by Richards and Farrel (2005) (as cited in Lakshmi, 2009):



“The reflective approach promises to address this need. It is an ‘insider’ approach or ‘self-directed’ approach. It seeks to offer a dynamic, reliable, and viable means by which the teacher can develop his/her professionalism, because it is teacher-initiated and teacher-directed: it involves teachers observing themselves, collecting data about their own classrooms and their roles within them, and using the data as a basis for self-evaluation and change and their professional growth (Richards and Lockhart, 1994)” (The Need for Reflective Practice in English Language Teaching section, para. 6).

I also asked my 9 student participants to keep a journal for the last 4 class sessions from May 20<sup>th</sup> to May 29<sup>th</sup> (See Annex 6), The journal had a set of questions that had to be answered in each of the sessions. These were the questions: How do I feel at the beginning of the class? How do I feel at the end? Which activities did I enjoy? Which activities didn’t I like? Did I learn anything? What was it? How do I know? What things did I like from my teacher’s teaching? Which ones didn’t I like?

As I checked for a concept or notion that gave me grounds on the importance of implementing journal writing in this type of study I found as conceived by Janesick (2009) that “for qualitative researchers, the act of journal writing may be incorporated into the research process to provide a data set of the researcher’s reflections on the research act” (Abstract).

And it is of great importance and value to allow participants to reflect because as the same author mentioned “participants in qualitative studies may also use journals to refine ideas, beliefs, and their own responses to the research in progress” (Abstract).

It is indeed a magnificent instrument for all of those, who are involved, to become more reflective. Janesick (2009) stated that “it allows you to write in a manner where no one can interrupt the train of thought; it deepens the knowledge of researchers in the subject matter they undertake; and it gives participants an active voice.”

It is important to mention that due to the English level of the 9 student participants all the instructions were given in Spanish and that I allowed the use of L1 for the journal writing.

It is significant to say that I analyzed the data from the journals in terms of feelings and affection, activities developed in class and definitions about learning from students. These areas naturally derived from the types of questions given as a guide (See Annex 5).

### **3.4.2.3 Interview**

The interview was used to obtain information from the different participants to get to know and understand individual points of view.

For this research a focus group interview was applied with a set of determined questions to have more control over the format (See Annex 7). The idea behind the focus group interview was to see the significance of individual answers and how by sharing other points of view there could be a conversational style that created a relaxed atmosphere. I thought of it as being an instrument that could be used to investigate about beliefs, perceptions and viewpoints about learning English. It was also selected because I considered that the answers in a group could encourage students to open up and talk freely about teaching and learning. Gill, Stewart, Treasure and Chadwick (2008) expressed that:

“Focus groups are used for generating information on collective views, and the meanings that lie behind those views. They are also useful in generating a rich understanding of participants’ experiences and beliefs” (p. 293).

The questions dealt with how students relate to learning or conceive the idea of it and what they thought about my teaching in particular. The student participants spontaneously answered the following: Do you like English? Why or Why not? Have you learned anything in class? Describe your teacher in five words. Do you consider that there is something in particular that makes this class different from others? What things does the teacher do in class that you think allow you to learn? What else should the teacher do to make the class experience better?

It is important to note that due to the English level of the participants all the instructions were given in Spanish and that I allowed the use of L1 to respond to the questions.

On May 20<sup>th</sup> and at the end of the class session I did the focus group interview with the 9 student participants selected for the study. I told them to gather on one side of the room and get closer to one another so I could later observe how they responded to each question. Based on what I saw at first hand, they were all willing to participate but did not want to take long. They looked tired and expressed they were hungry. I told them there were 6 basic questions and that they should respond to them as naturally and spontaneously as they could. I promised I would not take long.

Because of the students’ beginner’s English level I decided to do the interview in Spanish so they could respond in an honest and natural way. I decided to also record the

interview to see how they behaved towards each one of the questions and amongst each other. I then transcribed it for further analysis (See Annex 8).

I analyzed the data from the interview based on 3 elements: concepts about English, concepts about learning and concepts about the teacher's teaching derived from the students' point of view.

#### **4. CHAPTER 4: RESULTS AND FINDINGS**

This section showed the results of the three instruments with data entries. There were emergent patterns that become visible in the results section because they were part of my story. That is why I attempted to describe each one as faithfully as I could. These results allowed me to do an interpretation of what was initially exposed and these elements became my findings.

##### **4.1 Classroom Observation**

The results from this instrument were organized in the following manner: I present a chart with the description of the topic, contents and learning goals from each session. I then do a short description of what went on in each class as part of my story telling technique because I believe that allowing the reader to become part of the action enhances their perspective on a given reality. Finally, I explain what the most salient codes were in each session and present a chart with some examples.

It is important to say that from a total of 49 codes that emerged out of the classroom interaction for five sessions, 30 codes referred to the teacher and 19 to the students. 1648 quotes or extracts were associated to these 49 codes (See Annex 1).

<b>Session 1: April 29th /2013</b> <b>Time: 6-8 p.m.</b>
Topic: Vacation and Travelling (Unit 8)
Contents: -The simple past tense of be -The simple past tense: regular and irregular verbs
Learning goals: 1. Discuss vacation preferences 2. Describe a vacation

The class session started with my description of an Oral Project called: “When I was Young...” or “How was it invented” in front of the class. I was very thorough in explaining the activity and asked repeatedly if they understood what had to be done:

*“There are two things you can do with the project. You can bring a power point presentation to talk about when you were a little girl, a little boy.” “Se meten en Google y buscan una Famous Invention or something interesting in your field. Recuerden recuerden recuerden que tienen que escribir todo en el.....”* (extract from Transcript 1). I gave examples of the type of structure that could be used in Past Tense: *“For example: When I was five I went to Coveñas with all my family and we had a great time. Do you understand?” “For example.... In 1990 the cellphone was created by the company..... no se que.... Do you understand?”* (extract from Transcript 1).

I gave them different types of ideas for the slide presentation and what could be included: *“Puede haber pictures, puede haber charts, puede haber concept maps.”* (extract from Transcript 1). The students responded positively to the project and indicated by saying “yes” or “nodding” that what they had to do was clear.

I then told my students to take out a piece of paper and think for two minutes about the notion of “Brain Storming”. I wrote the two words on the board. I asked what they thought it meant and gave them a chance to give me their own definition. They were all very silent so I asked about the meaning of “brain”. I touched my head and a student gave the definition in Spanish. I then asked if someone knew what a “storm” was. While this was going on I switched from L2 to L1 permanently and moved around the classroom from back to front and from side to side. A student replied: “tormenta”. He had heard it before.

Then I moved back to the front and wrote on the board “vacation” and the word “travelling” and told my students to think about the first thing that came up. I invited them to think spontaneously: *“Cuando piensan en brainstorming guys, lo unico en lo que deben pensar es lo primero que se les venga a la cabeza. No tengo que organizar, no tengo que analizar.”*(extract from Transcript 1). This was my way of Introducing Unit 8 from the book Top Notch 1B called Vacation and Travelling. With this going on students started mentioning words which came up without too much thought: *“Beach”, “Sun”, “Pool”, “Glass”, “Cartagena”, “European tour”* (extract from Transcript 1). I did a list with the words, spoke about their ideas trying to make connections with their context and also included some cultural awareness when ideas about Europe and the United States came about. *“Ese es nuestro contexto! De pronto dicen Hmmm..... teacher look..... The European Tour y se soltaron y comenzaron: Paris, London, museum y ya se fueron para Europe! Miren como pensamos muy de lo nuestro... Miren acá hasta incluyeron Hammock.”* (extract from Transcript 1). This went on for about 10 minutes. The whole class actively participated with their ideas.

I then asked them to look at the first activity in the book. Only about 10 students had the copies. So I told them to get in triads so they could take a look at the ads that were going to be analyzed. After looking at the ads I asked them to raise their hand if they wanted to go to Europe, the Caribbean, Walt Disney World or an African Safari. They made jokes, they told me about their decisions in L1. I made jokes: *“Victor..... Where would you like to go?” “You don’t know???” “His house??? Think! Chochó?? O.k. so let’s go to Chochó!!!”* (extract from Transcript 1). I then moved from L1 to L2 and then I did some questions about the ads that had to do with preferences related to family activities, history and culture, physical activities or nature and wildlife: *“It is a good option but you will have the opportunity to travel..... O.k. so look at the Ads again and tell me which one deals with nature and wild life? Where do you have to go to see Nature and Wildlife? To what country?”* (extract from Transcript 1).

When we finished with the ads I asked for volunteers on reading a conversation. I needed a male and a female. One male raised his hand and I chose the female. She was very nervous and I told her to relax, nothing would happen to her. I told her to try and give it a chance and that no one would say anything. The male started and the female took some time to continue. She was aware of her “bad pronunciation” so she stuttered, I smiled and nodded letting her finish the word.

When they finished reading I decided to emphasize on the last word from the conversation. It was the word “amazing”. I told them in “Spanglish” that we would take a few minutes to look at more words that could help us describe things in a positive way. Students started giving a set of words which I copied on the board and pronounced after they said them and encourage them to use them for the following activity. I invited them to gather in pairs this time. Each pair had to create their own conversation about a

trip they came from, similar to the conversation that was read before. I told them to use the past tense to tell each other about the experience and use the positive words we spoke about a few minutes ago. I also told them they could use the opposite of that word to describe a terrible experience. I modeled the conversation on the board including the opposite of the words given, emphasizing the past of the verb “be” and any regular or irregular verb that was included in the conversation. *“Ahí tienen una mini conversation. One of you acaba de venir de un trip y el otro esta asking questions. Utilicen el Past porque están contando el experience. Y tienen que hacerlo en six lines.”* (extract from Transcript 1).

I told them to work in pairs for 15 minutes and that if they needed me they could raise their hand and call me. As soon as I said this, they started calling me. I went to the pairs that requested my help. I gave them clues in English using synonyms for unknown words, I wrote down on the board more words in English they needed to complete their conversations and walked around the class checking each pair’s progress.

In session No. 1- out of the 345 generated quotes or extracts the teacher-generated ones resulted in the following: 37 related to the code “eliciting”; followed by 30 “giving instructions”; 25 “reaffirmation”; 25 “teacher code-switching”; 21 “positive reinforcement”; 21 “giving information”. The quotes or extracts that followed by frequency were: 19 “feed-back”; 16 “teacher using body language”; 11 “modeling activity”. After that the frequency ranges from 1 to 9 quotes or extracts coded with other functions. The student-generated quotes resulted in the following: 42 related to the code “student’s correct response”; 11 “student’s oral activity”; 10 “student silent affirmative response”, and 6 “student using L1”.

Here as some examples of what types of codes appeared during this class session



and how they made part of the teaching-learning environment.

Codes	Teacher generated quotes
Eliciting	<p>-¿Qué quiere decir in my field?</p> <p>-How do you know?</p> <p>-Alguien me puede decir ¿qué es brain?</p> <p>-What characteristics do the words have?</p> <p>-Where can you do family activities?</p> <p>-Which vacation is the best?</p> <p>-What is good weather?</p>
Giving instructions	<p>-Pero mínimo tienen que ir two ideas.</p> <p>-You are going to think for two minutes, two minutes.</p> <p>-Take out a piece of paper. Let's do our first activity.</p> <p>-Cuando piensan en brainstorming guys, lo único en lo que deben pensar es lo primero que se les venga a la cabeza.</p>
Teacher code-switching	<p>-Ya verán we will go to the wonderful world of the past.</p> <p>-In a storm there is lluvia but in English the word is stronger like saying: Una tormenta en el cerebro.</p> <p>-Aunque nos digan vacation y no sé qué carajada de Vacation Plans nosotros tenemos</p>

	nuestro Caribe muy aquí.
Positive reinforcement	-Good! Very good! -O.K. -Nice! -Yes...excellent!

Codes	Student generated quotes
Student's correct response	-Me vino a la mente lo había escuchado. -¿Parque de atracciones? -Past. -Sixth. -Tormenta.
Student's oral activity	-Tell me about your trip (Reading a conversation) -Good weather? (Reading a conversation) -I bet the food was great! (Reading a conversation)

**Session 2: May 6th/2013**
**Time: 6-8 p.m.**

Topic: When I was young/ How was it invented? (Power Point Presentations)

Contents:

- The past tense of be

- The past tense: regular and irregular verbs
Learning goals:
1. Talk about yourself using the past tense
2. Describe inventions using the past tense

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2. Describe inventions using the past tense

This session started with me telling the whole class about some assignments they had to bring for next session. One was about a Tongue Twister and the other one was about finishing the Exercises for Unit 8. I told them to go on Google and search for interesting Tongue Twisters: *“Metanse a una pagina bacana que tenga 1.500 tongue twisters y comiencen desde abajo. No les quita ni un minuto, scrolling down y POOM! Cogen el número 500 el número 1000. Si porque entonces todo el mundo el número one.... Para salir de eso...No!”* (extract Transcript 2).

I did some sounds, in an attempt to capture their attention. They were very talkative. Then I reminded them about the 2 exercises on the photocopies and insisted on the day they had to bring them in: *“Now guys.... Everything for next Wednesday. Trabájenle que tienen time. Listo no se desanimen...Good! Todo on Wednesday.”* (extract from Transcript 2).

I then told them it was time to move on with the Oral Projects. I sat next to the video beam, with my back against the wall on the right hand side of the room. I asked for a volunteer and no one came out. So I decided to use my “magic pencil”. It is all about moving my pencil up and down in front of the classroom attendance list, closing my eyes and pointing at one of them. It is my way of “democratizing” presentation turns. The pencil pointed at a male’s name. As soon as I called him he came out: *“Sale el magic pencil! Salió..... Ja, ja, ja .....Gerardito!!!”* (extract from Transcript 2).

No one fights with the pencil's decision. His presentation would not come out. Something was wrong with the file. I told him to be more careful and check at home before coming to class: *"Hey yo siempre reviso antes de exponer. Siempre hay que revisar que haya quedado bien grabado."* (extract from Transcript 2). Because of the need to move on he put on the Oral Project he did not present 2 weeks before called: The Funny Commercial. I gave him a nod and we all saw the commercial. Before he started answering the three questions the project was based on: What is the product? Who are the main characters? Why do you think is funny? I expressed that it was a great commercial: *"Oh my God! It is a very good commercial. So what is the product?"* (extract from Transcript 2). He then proceeded to answer the questions. He gave short, one word answers. The last answer was longer and congratulated him for the effort: *"Gera why is the commercial funny?" "By....by.... the behavior of the grandparents."* (extract from Transcript 2).

I emphasized on a word he used and asked one of the students who was not concentrated but was very good in English about it: *"Mr. Rada que será behavior? What were the grandparents doing?"* (extract from Transcript 2). He gave his answer correctly and I congratulated him as well.

The "magic pencil" came into action again. Another male was chosen. He was a very shy student. He stood up went to the front of the class where the video beam was at and looked for his file. He quickly opened his presentation. The name was The Telephone: An electronic invention. He went on reading his slides. I stopped from time to time and asked the whole class to identify the verbs in the past: *"In this idea can you identify the past?"* (extract from Transcript 2).

I had some students who volunteered and said what they thought was the idea in the past. They were correct. When the structure seemed odd I would ask the class to help correct the sentence: *“O.k.... wait.... What happened here? She is talking of months of birth, of months old. Can we have that verb there?”* (extract from Transcript 2).

Those who participated did it correctly. I used L1 to make things clear for the presenter if I thought he did not understand. I then expressed it was well done and he moved on with his Funny Commercial. It was a hamburger commercial. He spoke about the “brand” another word used alongside with “product” while doing the oral projects. He described the characters and when it was time to give his opinion on why it was funny he froze. I asked one of the best students in class to help him out. He also froze. I stood up, moved around and told them they were comparing the “BIG CHICKEN” to something in particular: *“Entonces el está comparando the BIG CHICKEN con qué???* *Digan!!! With a.....”* (extract from Transcript 2). I asked them if they remembered what the man on the commercial did. So I insisted and then the presenter said: A penis! Everyone laughed. I made a joke about it and then the presenter said it was a sensual and sexual commercial.

With that I used the “magic pencil” again and this time a female was chosen. She was one of the students that did not speak or participate much in class. She came forward and opened her file. She was going to talk about her childhood. When I was young.....She started her presentation saying: “When I had 7 years old, so I said: “Not when I had but....” And she made the correction immediately. All her slides that mentioned the age had the same mistake. But when she read them she said when I was.....She finished and I praised her for doing the corrections: *“Very nice! Nice, nice, nice.....”* (extract from Transcript 2).

I once more used the “magic pencil” and another male was chosen. He moved quickly, opened the file and it appeared on screen: When I was.... He spoke about his childhood. What he liked. He had some structure difficulties so I reminded him about having sentences with Subject-Verb-Complement and to keep it simple: *“Hay unos pequeños enredos.... Como: Like me see..... Eso no significa nada. Recuerden que es importante mantener por ejemplo: Subject-Verb-Complement. So When I was nine.... Ya esta.... Debo seguir.... I liked watching many cartoons, por ejemplo. En la segunda esta perfecto: My favorite was the Simpson’s. Good!”* (extract from Transcript 2). I noticed that in the end his slides got better, told him and reminded the whole class not to use Google Translator for everything.

The rest of the session was spent on 3 more oral projects. One of the male presenters talked about the TV, the other female presenter about her childhood and the last male presenter about his Funny Commercial: Pepsi vs. Coca-Cola. The whole class was included in finding past tense patterns or giving an opinion about the commercial.

In session No. 2- out of the 345 generated quotes or extracts the teacher-generated ones resulted in the following: 48 related to the code “positive reinforcement”; followed by 34 “eliciting”; 30 “giving instructions”; 25 “teacher code-switching”; 23 “feed-back”; 18 “reaffirmation”. The quotes or extracts that followed by frequency were: 17 “giving information”; 14 “teacher using body language”; 14 “whole class question”; 14 “classroom awareness”; 11 “motivating”. After that the frequency ranges from 1 to 9 quotes or extracts coded with other functions. The student-generated quotes resulted in the following: 30 related to the code “student’s oral activity”; 26 “student’s correct response”; 7 “student’s doubt”; 6 “student using L1”.

Here are some concrete examples of how these quotes reflected my teaching

during this session.

Codes	Teacher generated quotes
Eliciting	<p>-Who are the main characters?</p> <p>-¿Qué sera behavior?</p> <p>-Can we find a verb in the simple past?</p> <p>-What happened here?</p> <p>-Can we have that verb here?</p> <p>-What happens between the two?</p>
Giving instructions	<p>-Métanse a una página bacana y comiencen desde abajo.</p> <p>-On Wednesday but next Wednesday dentro de 10 days hay unas conversations por ahi pendientes. Me las traen a clase.</p> <p>-O.K. mira arriba.</p>
Teacher code-switching	<p>-Entonces el magic pencil. The magic pencil baby!</p> <p>-The behavior of the grandparents.....o.k..... Good! Very nice!!! Usó la palabra behavior.</p> <p>-There is something that it is not correct. Hay unos pequeños enredos.</p> <p>-Thanks! No todas tenían su componente de simple past. Había otro tipo, ¿verdad?</p>
Positive reinforcement	<p>-Nice... I liked it!</p>

	<p>-Oh my God! It is a very good commercial.</p> <p>-Hey...Now you got it!</p> <p>-Aja... Kevin is right!</p> <p>-Wow... cool, nice!</p>
Feedback	<p>-Yes... it is a fast food restaurant.</p> <p>-Puedes decir: old men, old women, elderly.</p> <p>-Quiere decir que there were improvements and those improvements gave ideas for the new phones....</p> <p>-O.K. you have to be very careful. Hay algo que no cuadra del todo. En la segunda idea puedes decir I liked playing with them.... Or I liked to play with those cars....</p>

<b>Codes</b>	<b>Student generated quotes</b>
Student's correct response	<p>-The old men. The grandmother, grandfather.</p> <p>-Was seventeen.</p> <p>-We did.</p> <p>-Learned.</p> <p>-Got.</p>
Student's oral activity	<p>-In this photo my brother and I were celebrating Halloween. (Oral project)</p> <p>-The TV is an electronic device to receive and</p>



	playback electronic signals. (Oral project)  -When I was three I traveled for the first time. (Oral project)
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<b>Session 3: May 20th/2013</b>  <b>Time: 6-8 p.m.</b>
Topic: Travel conditions and preferences (Unit 8)
Contents:  -The past tense of be  -Adjectives for travel conditions  -Adjectives to describe a vacation
Learning goals:  1. Describe travel conditions using the past and specific adjectives 2. Discuss vacation preferences using the past and specific adjectives

I began this session by giving some instructions: *“Quiero que se me asocien guys, en groups como de costumbre para que trabajemos un poquito mas rápido. Mientras I am explaining, you work.... Yo puedo explicar ustedes van trabajando y ahí vamos todos, O.K.? Pero necesito un big big favor. Unos grupos de 3 or 4.”* (extract from Transcript 3). I gave them around 2 minutes to get organized and asked one of my students where we were at in the Unit. He replied we were at a certain page looking at the past tense of the verb “be”. I started asking questions like: What is all this about? One of them replied: “was” and “were”. I went on asking: “Do you know when to use “was” and when to use “were”? To that a student replied mentioning the pronouns that go with each. I also asked them to give me more options for “third person”. All this was

going on in between L2 and L1. To the question they mentioned: “*people*”, “*objects*”, “*animals*” (extract from Transcript 3). And then I asked: “What about using: My mother, my father, my sister, my brother, my teacher?” To that another student replied that those were “third person” as well.

I then asked what the difference was between the verb “be” and any other verb in the past. One female student responded that she thought about the terms “regular” and “irregular” and she went on explaining that you cannot say “beed” so it is an “irregular” verb. To that I nodded and congratulated her on noticing it. But I asked: “What does “be” mean specifically?” And another student answered: “fui” o “estuve”. And I nodded and added: “ser” o “estar” and told them to be careful when using the verb “be”. I then went on to talk about “regular” verbs in the past. I reminded them about their endings: d, ed or ied depending on the verb. I mentioned they could go on some sites and look for a list of verbs, do exercises, memorize them by downloading song lyrics and watching TV shows. I then asked for some “irregular” verbs they knew. I wrote them down and pronounced them.

I continued with an activity from the book. I asked them to work in groups of 4 and complete the conversations on page 90 and 91 using the verb “be” in the past with the help of everyone in the group: “*Me hacen el exercise in groups y dice.... Use the past tense of Be.....Complete the 4 conversations. You have 5 minutes to complete the four short conversations. In your groups, talk about it and make the decisions.*” (extract from Transcript 3). I told them to listen to each other and ask how they got there and why. I gave them 10 minutes to complete the task and told them to call me if they needed my help. I went around, helped with a few groups. I checked if the activity was finished by every group and proceeded to ask 4 groups to give their answers so we

could have a whole class checking activity. One group leader in each group gave their answers. I did feedback on things that were not clear using L2 and L1: “Yes..... *It va con was..... Third person.....remember? Good!*” “*Yeah... was their, their (de su) train on time?*” (extract from Transcript 3).

Other students intervened with answers that the group was not sure about. The next activity following the book’s sequence was about Adjectives for Travel Conditions. I asked a group to read the adjectives that were on the book. At that time another group had my copies. So I wrote them on the board and started a discussion with the whole class. They read sentences with certain adjectives included that were useful to talk about travel conditions. So I asked them to identify the adjectives in the sentences: “*These are adjectives, they are not verbs.... My dear Kevin and your group please give me two or three adjectives.... Los que están en bold letters, debajo del exercise. Como dice?*” (extract from Transcript 3).

They all thought that one word in particular was the adjective and I explained that in that sentence it was an “intensifier”. I then asked for more intensifiers. One student mentioned the word “so”; I jotted it down and used it in an expression: “*So scenic, so bumpy, so boring.....*” (extract from Transcript 3).

With this in mind I asked them to think about a minute about a trip they did and use the adjectives in the same manner as done before. I modeled an example: “I went to Bogotá by plane. The flight was pretty comfortable”. I then chose students randomly and asked them to tell me their ideas. I wrote them on the board. I used a lot of body movement and hand movement to remind them about the adjectives. The examples were very original. One of them caught my attention: “I went to Sahagun. It was pretty bumpy”. We started talking about the idea and it came from noticing that while crossing

Sahagun the road is full of speed bumps, we made a joke and continued with the exercise.

When a few of the students completed the task I decided to move on and go to the next exercise on page 92. I asked for some volunteers to read a short conversation about Spending Free Time. A male student volunteered and I chose the other one. They read the conversation out loud. I then asked the whole class to identify the verbs in past that were included in the short text. After they told me I asked them to work in groups on the Post Card Activity on page 93. They needed to pay attention to the verbs and write them in the past tense. I reminded them that some were “regular” and others were “irregular”. They asked where to get them from and I told them: *“Check which ones are regular and which ones are irregular. If you don’t know you can use your phone, your dictionary, your notebooks or call me.”* (extract from Transcript 3).

In session No. 3- out of the 328 generated quotes or extracts the teacher-generated ones resulted in the following: 41 related to the code “eliciting”; followed by 39 “reaffirmation”; 29 “feed-back”; 28 “teacher code-switching”; 27 “positive reinforcement”; 19 “giving instructions”. After that the frequency ranges from 1 to 9 quotes or extracts coded with other functions. The student-generated quotes resulted in the following: 42 “student’s correct responses”; 13 “students using L1”; 12 “student’s intervention” and 11 “student’s oral activity”.

These were some of the most salient codes during this session. They were an indicator of my teaching and my students’ characteristics.

Codes	Teacher generated quotes
Eliciting	<p>-¿Quién me da alguna idea?</p> <p>-¿Qué otras options tengo acá?</p> <p>-¿Alguien me quiere dar examples?</p> <p>-So, which are the adjectives?</p>
Reaffirmation	<p>-Yes...</p> <p>-Ajá....Hmmm.... yes</p> <p>-So, lo puedo poner así: It was pretty boring</p> <p>-Ajá...thanks</p> <p>-Yes! Sahagun</p> <p>-Very true....</p>
Feed-back	<p>-Yes.... Porque yo no digo “beed”. Se transforma either a was or were, alright guys?</p> <p>-En este caso le ponen pretty delante del adjective para connotar bastante.</p> <p>-Of course we can say Chicamocha park.</p> <p>-Another one??? Quite.... Quite comfortable, quiet bumpy, quite scenic.</p>
Teacher code-switching	<p>-Quiero que se me asocien guys.</p>

	<p>-Necesito un big, big favor.</p> <p>-For example: You were in my house last year (showing two people) or You were in my party last night. (Showing 1 student). Que otras options tengo aca en third person?</p> <p>-What about ejemplos como siempre les pongo: My teacher, my mother, my aunt?</p>
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<b>Codes</b>	<b>Student generated quotes</b>
Student's correct responses	<p>-Ah...teacher was y were.</p> <p>-I va con was y he was y she was.</p> <p>-Ah...porque es fui o estuve.</p> <p>-Ayy...corto y largo.</p> <p>-Hmmm yes... It was pretty long.</p>
Student's using L1	<p>-¿Con que otra palabra podemos reemplazar el pretty?</p> <p>-Hey teacher pero si hay que utilizar solo was y were.....?</p> <p>-Que no se necesita was or were.</p>
Student's intervention	<p>-Yo tengo una!</p> <p>-Con Corozal teacher, Corozal!</p>

	-Teacher que es “just”?
	-Teacher... or Chicamocha Park!

<b>Session 4: May 22nd/2013</b>
<b>Time: 6-8 p.m.</b>
Topic: Final Oral Exam Practice
Contents:  -Questions from Units 6, 7, and 8
Learning goals:  <ol style="list-style-type: none"> <li>1. Understand Questions form Units 6, 7 and 8</li> <li>2. Answer Questions from Units 6, 7 and 8 correctly</li> </ol>

I started this session by announcing that we were going to practice for the Final Oral Exam. I mentioned that there was a list of questions from Units 6, 7, 8 and 9 and that I only had 5 copies. So I asked them to get in groups of 5. While they got into groups and moved around I also helped them get organized, made jokes and asked for the homework assignment they had to turn in from Unit 8. I went from group to group and picked it up.

I then gave instructions on how we would tackle the questions: *“We are going to read the questions together. Cada group va a tener alrededor de two or three minutes para pensar un possible answer. Para que ustedes generen las answers. Se dan ideas y los escucho.”* (extract from Transcript 4). While I chose the readers and they did the reading I positively reinforced their good pronunciation: *“Good.... There you have it....”* *“O.k. very good”* *“O.k. yes routine... Very nice.”* (extract from Transcript 4). I did minor corrections on this when necessary. After the students read the questions I

gave them 5 minutes to respond in the groups to the first 4 questions. Each group worked at their own pace. I told them to give ideas, listen to each other: *“Apoyense mucho en las questions. Los teachers estan esperando que ustedes digan: I regularly go swimming, go to the gym, walk in the park or run in the morning....”* *“But get ideas from each other first.”* (extract from Transcript 4).

The groups started working on their own. Group 1 heard ideas from the group leader and then decided to pass the copy from one member to the other so each one could answer a question. Group 2 called me for help. I gave them a sentence in English that could be useful when talking about preferences in sports. Group 3 was interested in finding answers about weight. They wanted to know about the calories burnt for some physical activities. I read the number from a chart in the book and they completed the answers. Group 4 was engaged in finding answers but first decided to translate each question to understand them. They asked each other what the other thought it meant: *“Cual era? La 2? Si.... Vamos con la 3. How much do you weigh? Que??? Eso que es??? Yo creo que es algo asi como peso?”* (extract from Transcript 4). Then they constructed the answers in English listening to each other's responses and agreeing on what sounded better: *“Vamos con la 5.... Yo te la pregunto. Do you practice any sport? Como es que es..... Yes I practice! Ajá y entonces? Cual sport? No se..... Volleyball, basketball, soccer... Yes, yes.... basketball.”* (extract from Transcript 4).

After 10 minutes I decided it was time to give the answers. Each group responded to the question asked. I jotted their answers on the board. While doing this some questions arose from students: *“Pero teacher ¿podemos así? I burn 64 calories while sleeping!”* *“Y no se puede decir..... I have.....?”* *“Y con I am?”* (extract from Transcript 4).



We had a class discussion comparing answers and allowing for their ideas to flow. Most of them were correct. Some structures were not clear. So I asked them what could be modified. They thought about it and corrected their mistakes. This went on for the rest of the class. They answered question 5, 6, 7 and 8 in groups. Each group applied its strategy and then we had a whole class discussion about the answers. Students were very interested in knowing about different options for answering the questions, so I went about explaining different possibilities: *“Yes... of course but there are many answers. Do you practice any sport? Yes! Do you practice any sport? Yes, I practice soccer.” “Twice a week or.....” “Yes... Or two times a week.”* (extract from Transcript 4).

Because there were 35 more questions to answer I then decided that each group would answer 8 questions from the list and we would listen to their answers. I put the answers on the board and did not spend too much time on any one of them because the answers were correct and time was running out. If a question or doubt arose from any example I would stop and explain. They jotted down some answers and all the 43 questions were explored in class.

In session No. 4- out of the 315 generated quotes or extracts the teacher-generated ones resulted in the following: 45 related to the code “eliciting”; 28 “positive reinforcement”; 28 “reaffirmation”; 24 “feed-back”; 18 “giving instructions”. The quotes or extracts that followed by frequency were: 12, “giving information”. After that the frequency ranges from 1 to 9 quotes or extracts coded with other functions. The student-generated quotes resulted in the following: 31 related to the code “student’s correct response”; 23 “student’s intervention”; 23 “student’s oral activity” and 15 “student’s doubt”.

These were the codes and some examples from the quotes that emerged during the delivery of this class session.

Codes	Teacher generated quotes
Eliciting	<p>-What did you guys think?</p> <p>-Alguien dijo algo different?</p> <p>-Que dice el three?</p> <p>-How often do you practice it?</p> <p>-How do you say that in English?</p>
Positive reinforcement	<p>-O.k. Very good!</p> <p>-Alright....good!</p> <p>-Excellent....very nice!</p> <p>-Claro que si Dani....very good!</p> <p>-Esta otra está muy bacana!</p>
Reaffirmation	<p>-Yes...why or why not?</p> <p>-A sweet tooth...Good!</p> <p>-O.K. Yes...routine</p> <p>-Yes...or two times a week.</p>
Giving instructions	<p>- Now let's work the questions in groups. Formen groups the four or five people.</p> <p>- O.k. so get together, viendose las caras, nice!</p> <p>- Look at Unit 1. We are going to read the questions together. Cada group va a tener alrededor de two or</p>

	<p>three minutes para pensar un possible answer.</p> <p>- Now.....In the groups, in the groups. You are going to try to give ideas.</p>
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<b>Codes</b>	<b>Student generated quotes</b>
Student's correct response	<p>-Carbohydrates, proteins and vitamins</p> <p>-I usually play soccer</p> <p>-I weigh fifty five kilograms</p> <p>-I practice everyday</p> <p>-I get up at 7:00 o'clock</p>
Student's intervention	<p>-Ese es el de las calories</p> <p>-I burn 64 calories sleeping</p> <p>-Pero teacher ¿podemos así? I burn 64 calories while sleeping</p> <p>-Y no se puede decir...? I have</p>
Student's oral activity	<p>-Do you practice any sport? Why? (Reading out loud)</p> <p>-What time do you usually eat lunch? (Reading out loud)</p> <p>-What do you usually do on weekends? (Reading out loud)</p> <p>-At 12:45 (Giving answers)</p>

<b>Session 5: May 27th/2013</b>
<b>Time: 6-8 p.m.</b>
Topic: Taking Transportation (Unit 9)
Contents: <ul style="list-style-type: none"> <li>- Tickets and trips vocabulary</li> <li>- Could and Should</li> </ul>
Learning goals: <ol style="list-style-type: none"> <li>1. Talk about transportation schedules</li> <li>2. Understand airport announcements</li> <li>3. Ask for advice</li> <li>4. Suggest alternatives</li> </ol>

I started class by announcing that this was our second to last session of the semester and that we needed to do two things: *“Vamos a comenzar con los videos, songs and commercials. Saben que tenemos 30 minutes y 45 para el famoso Unit 9. On Wednesday que no me puede faltar “Na nay cucales”, ni medio de ustedes, tenemos que terminar lo que no alcancemos del Unit.”* (extract from Transcript 5).

I asked one of my students to set up the video beam. I sat next to it with my back against the wall and called on the students that needed to do their presentations. The first male student to come up presented his “Lyrics” presentation. This was an Oral Project based on identifying contractions, verbs, pronouns and or adjectives in songs that was due a month ago but I decided to give the students a chance on this session to show the projects they were missing for them to have all the grades they needed. He decided to concentrate on contractions. He mentioned a few, gave a definition of them and I continued with a female and a male who also presented their “Lyrics”. The female

presented contractions and the male pronouns. They identified them correctly. The same student also showed his “When I was Young” presentation, his slides were well structured, and his pronunciation was flawless which I praised: “*Good my dear Victor! Thank you..... Excellent.....*” (extract from Transcript 5).

Then a female came up. She presented her “Lyrics” choosing to identify contractions. She did well and moved on to her “When was it invented?” presentation. Her slides had different inventions: the pop-up toaster, the helicopter and the Barbie doll. The structure was correct. With her being the last student doing presentations I decided to move on with Unit 9.

Only 3 students brought the copies so I decided to do a whole class topic introduction: “*How many of you have Unit 9..... Hmmm like 3 of you..... Well good! Look at this chart (showing the book’s page) Look at it quickly..... What do you think it is? Where can you find it?*” (extract from Transcript 5). I moved from back to front and from side to side showing the picture. I then asked what they thought it was or where they could find it. A student answered: “at the airport” and then I asked: “How do you know?” And another student replied that there was something about a schedule and a flight number on it. All this was going on in between L1 and L2. We then started talking about certain key words that appeared on the chart: “*O.k. very nice.....You were reading here departed, boarding, on time. Alguien allá dijo Cancelado. Yes.... Cancelled.... So what is destination?*” (extract from Transcript 5).

I gave examples in English and they would find the connection with what was on the chart. The topic was introduced: Taking Transportation.

I moved on to the next activity from the book. I asked two students to volunteer for the reading on page 101. I needed two males. Those who had copies volunteered.

They did the reading of their parts out loud. The conversation was about two men at a train station in Tokyo. One of them needed to get on the bullet train to Kyoto and the other one helped him because he knew where it was and was going to take the same one. After the reading we had a short reading comprehension activity. First I told them to look at the first picture and then at the picture from the conversation: *“What is the difference between this place and this place?”* (extract from Transcript 5).

Someone mentioned it was about the bullet train and another one said the first one was at the airport and the second one at the train station. I nodded and praised their opinion: *“Excellent! At the airport it is the Gate. At the train station it is the Track. Miren que interesante.”* (extract from Transcript 5).

Then I asked about where the two men needed to go to take the train. And one student mentioned: *“To track 15”*. I told them that in Europe and Japan the train was a great means of transportation and that they should pay attention to the Track Number at the station if they ever went there.

I decided to go to the Vocabulary Activity: *“Look at this vocabulary! Look for 30 seconds. Tell me the difference between this one and this one? What is the difference? One way ticket a Round trip ticket?”* (extract from Transcript 5). This is how I told them to tell me the difference between this and other expressions: a direct flight vs. a non-stop flight; a local train vs. an express train; and an aisle seat vs. a window seat. I then gave them different situations and asked them to tell me how they knew what each one meant. With the examples they could identify each expression. Time was running out so I moved on to the next section from Unit 9. The grammar section was about the use of “Could” and “Should”: *“No voy a decir nada. Ustedes van a salir al tablero. One minute. Look at the examples in the book. This is on page 103.”*

*Pilas, pilas, pilas.” “Think about the difference between “Could” and “Should” and come up to the board and write an example.” (extract from Transcript 5).*

They got into 4 groups and worked with the 3 copies plus my book’s photocopies. While walking around to check on students’ progress they started saying that “could” was for suggesting a possibility but they were not sure what “advice” meant so I allowed them to think about it giving them tips until someone said: un “consejo”. I modeled a sentence on the board: You could buy a round-trip ticket on LAN but AVIANCA is cheaper. I asked one of my students what he thought it meant. He explained the idea of the sentence correctly and then I asked the whole class to use “should” in the sentence. One student said: “You should buy the tickets in AVIANCA because they are cheaper.” I praised the student and asked who wanted to come up to the board.

As soon as I mentioned it a male student came up without hesitating and started writing on the board: “Aleja’s boyfriend should let her go out with me”. Alejandra a student from the group had a recent fight with her boyfriend. Everyone knew because I made a joke about it earlier on in the class: “*Mari Ale..... Where is Maria Ale? Uyyyyy I met your boyfriend..... ¿Ese es el que te hace sufrir?*” “*Tan bueno que se ve el pelao. Procura que te trate bien porque soy capaz de meterle una “trompá” si te hace llorar otra vez!*” (extract from Transcript 5). So Carlos decided to write this. There were a lot of laughs and most of the students understood what it meant. After this 4 more students came up to the board, wrote their ideas, we discussed them as a whole class and I ended the class by saying that we only had one more class and that I appreciated for everyone to be there.

In session No. 5- out of the 351 generated quotes or extracts the teacher-

generated ones resulted in the following: 38 related to the code “eliciting”; 33 “positive reinforcement”; 32 “giving instructions”; 27 “reaffirmation”; 26 “feed-back” and 21 “teacher code-switching”. The quotes or extracts that followed by frequency were: 10 “whole class question”. After that the frequency ranges from 1 to 9 quotes or extracts coded with other functions. The student-generated quotes resulted in the following: 32 “student’s correct response”; 24 “student using L1”; 18 “student’s oral activity” and 12 “student’s intervention”.

These were the most significant codes for this class session and the examples from the classroom talk they emerged from.

<b>Codes</b>	<b>Teacher generated quotes</b>
Eliciting	<p>-Alright Jason, give me some examples.</p> <p>-And?</p> <p>-How many do you have?</p> <p>-What else guys?</p>
Positive reinforcement	<p>-Good, good, good!</p> <p>-That is a great song!</p> <p>-Thank you... Excellent!</p> <p>-Very nice!</p>
Giving instructions	<p>-Vamos a comenzar con los videos, songs and commercials. Saben que tenemos 30 minutos y 45 para el famoso Unit 9.</p> <p>- Mientras pasan los videos que faltan, se pueden dedicar a estudiar para sus exams. Cuando se</p>



	<p>terminen los videos me prestan atención todos.</p> <p>- You are going to look for Contractions in the song, alright? Contractions!</p> <p>- Now..... Please everyone take out Unit 9. We don't have a lot of time. Look for 30 seconds, 30 seconds at the picture.</p>
Feedback	<p>- It had the apostrophe.... Comin' yes.....</p> <p>Remember than in songs it is o.k. to do a lot of things to words. Things that in formal English you wouldn't do.</p> <p>- Good I've..... What else?</p> <p>-O.k. very nice.....You were reading here departed, boarding, on time. Alguien allá dijo Cancelado. Yes.... Cancelled....</p>

<b>Codes</b>	<b>Student generated quotes</b>
Student's correct response	<p>-It's, I'm, comin'</p> <p>-Bueno teacher yo veo: I, you, she, he</p> <p>-Contractions</p> <p>-Dicen algo de la hora, el numero de vuelo....</p>
Student's using L1	<p>-Teacher una pregunta. El final quedó con el mismo horario de clase?</p> <p>-Así, así teacher.</p> <p>-Si, si tronco de canción de Cold play.</p>

	-¿Qué busco?
Student's oral activity	-In 1959 the Barbie Doll was invented. (Oral project)  -When I was 4 years old I went to Coveñas. (Oral project)  -In 1919 the pop-up toaster was invented by Charles Strite. (Oral project)

<b>Session 6: May 29th /2013</b>
<b>Time: 6-8 p.m.</b>
Topic: Final Written Exam Review
Contents:  -Questions with Can  -Comparatives  -Simple Past Tense: Verb to be
Learning goals:  1. Ask someone about the things they are able to do or not  2. Use comparatives appropriately to talk about appearance and personality  3. Talk about someone in the past

I began this session by reminding my students when and where the Final Exam was. I then told them we were going to do a review of the written exam. I told them to listen carefully and copy the topics for the test: *“Specifically, specifically. Anoten please. Son cinco grandes puntos y el number six es un Reading.”* (extract from

Transcript 6). Before this I assured them we would work on examples for all the topics. I started mentioning the grammar topics: Questions with Can, Comparatives and said: Was or Weren't and Wasn't and Weren't. And so I asked: What are these? And a student replied: The verb to be in the past. I asked about the meaning of "be" to what someone answered: "ser" or "estar". I nodded and then mentioned "regular" and someone said: Irregular!. I said the last grammar topic would be "should" and "could". I explained that this precise exercise on the test would be in an "unscramble" the sentence format. I told them I would show them how. I then said there would be a short reading passage with 5 multiple choice questions. I assured them it was going to be easy, short and concise: *"Es un test corto. Se cogieron los puntos más importantes de los Units que vimos en class."* (extract from Transcript 6).

I then continued with questions on how to use "can" for interrogatives. A student gave me an example: *"Can they play soccer?"* (extract from Transcript 6). So I praised him: *"Excellent! Let me write it down."* (extract from Transcript 6). Another student immediately gave me another example which I also wrote on the board, praised him and then another student told me his idea. I wrote it down but stopped to analyze it with the class. There was something wrong with the structure: *"Can she go to shop? It doesn't sound right. It is better to say: Can she go shop? Or Can she go shopping? Or can she shop? No le pongas el to shop."* (extract from Transcript 6). So I told them and gave them better options. I asked them then to look at the structure and tell me what they saw. Someone said the "can" and then the "pronoun" and then a "verb". To what I nodded and praised. But I went on asking: "What kind of verb?" And a student replied: "regular!" I then explained that it was a base form or infinitive verb as used on the verb lists and that it would be strange to write something like: Can you helped me with my

homework? I gave a list of base form verbs and wrote them down on the board. I then invited the whole class to think of adding Wh-questions to the interrogative with “can”. I started saying and writing What..... but they seemed confused so I modeled and example. With that I told them to think about another one with How.... My students started to fill in the spaces. One of them said: “can”, another one said: “she”, another one included: “make” and they suddenly stopped. I then said: “What about a recipe?” I wrote while reading it: “How can she make a cake?” I praised their effort and co-construction.

They did one more with ideas from one another and I continued with “comparatives”. I asked them: “Why use comparatives?” A student responded: “to compare” and I went on: “What are you going to compare?” and another student said: “people, things”. I nodded and reminded them that they were going to compare two things to each other and that they should look at the adjective first when doing the exam and they should determine if it was what I called a “long” or “short” adjective. I wrote a sentence with the comparison missing and asked the class to complete the sentence. A student gave the correct answer. So I told them to stop and think about short and long adjectives and to do it snapping their fingers: *“Eso ¿y como se que es long? Chasqueen los dedos. Is more than one sound. In-te-lli-gent. One sound: fat, small, big. Ojo con fat se le agrega t-e-r y a big se le añade g-e-r.”* (extract from Transcript 6).

I reminded them of the adjectives that ended in “y” and that there were some exceptions to the “snapping” rule. After a few examples given by students I moved on to the past tense.

I wrote an affirmative sentence and asked in Spanish what if Maria couldn’t be what she was. So a student changed the sentence into negative form. I praised her and

moved on with more examples. My students completed the missing part. I told them to think about a mother and father and write some ideas. So they came up with an affirmative sentence for the mother and then I told them to give me an idea about something negative for the father: *“Ahora por ejemplo....Her father.....Ahora toca decir algo malo del father. Hombeee pobrecito.... Que decimos mal del man.....Vamos a hablar mal de el. Her father wasn’t a good person!”* (extract from Transcript 6). To what a student said: *“Era borrachin”*. So I wrote the example using “was” and made a comment about how we gave fathers a hard time: *“Que mala fama tienen los fathers.”* (extract from Transcript 6).

Because of time limitations I told them to give me a list of 10 regular and 10 irregular verbs and that 10 students should come up to the board and write a sentence using the past tense. I gave a female and a male student sitting in the front row a marker each. I said they would have 30 seconds to think and they would have to run to the board and write their sentence. The first one to write it correctly would get a lollipop. As soon as they finished they should give the marker to anyone on their side. We discussed the sentences that were not correctly written and I made the corrections. To finish with the review I told the students sitting on the right hand side to think about suggesting possibilities and I told the students sitting on the left hand side to think about giving advice. I reminded them about using “could” and “should”. I gave them 2 minutes and the first one to have it ready had to run to the board once more and write the sentence. I gave instructions switching from L2 to L1. Their examples were mostly correct. So I stopped and analyzed with the whole class what was wrong with some of them. I did the corrections.

Before leaving I invited them to review the different topics at home and to prepare for their oral exam.

This session could not be included in the Atlas t.i. software due to a technical difficulty when pulling the document from a Word file into the program. So it was not possible to code it. I tried repeatedly to insert the word file in the Hermeneutic Unit but was impossible to upload. I thought of including the description of the session because it has a relationship with things stated in the interview and the journals.

I decided to put examples following the most relevant codes that appeared during the other sessions.

Codes	Teacher generated quotes
Eliciting	<p>-Recuerden que nosotros acordamos vernos para el final on...?</p> <p>- ¿Este como se llama?</p> <p>-Si arranco con What.....Como podría pegarle ese Can?</p> <p>-¿Que es lo que significa What?</p>
Positive reinforcement	<p>-Yes...nice.... Hay como varias versiones.</p> <p>-Good! Arranco de una con una question.</p> <p>-Excellent! Let me write it down.</p> <p>- Eso..... Ustedes mismos lo armaron.....Se vararon en el complement but nice, very nice.</p>
Feedback	<p>-Hmmm....más bien diría que queda en base form. Acuérdense que el verbo en base form es el</p>

	<p>primerito que encuentran en todas las listas.</p> <p>-Los verbs son: help, play and shop. No se dice Can you helped me? Can they played soccer? O Can she shopped?</p>
Teacher code-switching	<p>-Can she go to shop? It doesn't sound right. It is better to say: Can she go shop? Or Can she go shopping? Or can she shop? No le pongas el to shop.</p> <p>-To go.....no..... Where can....quien??? Donde está la person or thing?</p>

<b>Codes</b>	<b>Student generated quotes</b>
Students correct response	<p>-Can you help me? (Making questions for Oral test)</p> <p>-Can they play soccer? (Making questions for Oral test)</p> <p>-Para comparar.</p> <p>-Las cosas, las personas.</p>
Students using L1	<p>-Teacher ¿cuales son algunas de las excepciones?</p> <p>-Usted misma lo puso, se le pasó.</p> <p>-Era borrachin!</p> <p>-El estar va ahí teacher.</p>
Students intervention	<p>-Ah sí.....more intelligent....</p> <p>-Handsome entonces?</p> <p>-No digo....Que no cumplen con esas tres reglas si no</p>

	<p>que se le agrega otra cosa.</p> <p>-Maria was intelligent.</p>
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The data gathered from observation during the 6 sessions allowed me to start identifying emerging patterns from the quotes. In general terms I believe that the codes that emerged were an indicator of my teaching style and my teaching identity. On one hand I could recognize the type of questions I did in class and why, a feature which in my findings is explained as the “eliciting” factor; why and how I praised students a feature that is built on the idea of affection; why I am keen of giving my students constant reaffirmation an element that pertains to a feature that is called: positive reinforcement and in what way I gave instructions a notion that is included in relation with my learning style and that is a strong trait in my practice.

On the other hand and with less intensity the data derived from observation gave me some insights on how students responded to the questions being asked, how they participated in class and what type of things they said while speaking or when producing the language orally. This allowed me to include something that related to the notion of power relations between the teacher and the taught in the findings section.

This was one very useful and rich instrument that gave me insights related most of all with my teaching. It was clear I had a predominant role in class combined with the idea of whole class interaction, the use of pair and group work, and a notion of giving clear instructions.



## **4.2 Journals**

I gathered data from two types of journals. On one hand the students' journals had reflections on 5 basic issues for 4 sessions: how they felt at the beginning of each session, what they thought of the activities done in class, what they thought about my teaching, what they thought they had learned and how they felt at the end of the session. For the purpose of this section I summarized the entries for each session in a very descriptive manner and with this I could obtain a first overview regarding the elements described above. Those emerging patterns became like new codes that later had a connection with my objectives. The emphasis on the findings was in regards to the learning signs, the activities proposed in class, my attitude while teaching and the classroom environment.

On the other hand my personal journal had reflections on 3 basic issues for 6 class sessions: how I felt at the beginning of each session, what I did in class and why, and what I thought my students learned. For the purpose of this section I also summarized the entries and complemented my description including thoughts that were part of the journal. My journal allowed me to interpret my emerging teaching features mainly in relation to affection, error correction, and how activities were presented.

### **4.2.1 Students' Journals**

The 9 student participants on May 20<sup>th</sup> after the focus group interview were asked to find a place in their notebooks where they could reflect about their own learning for the four remaining class sessions. I gave them some guided questions that could help them start the writing process and would allow me to collect as many journal entries as possible. I told them to think and write about the following: How do I feel at

the beginning of the class? How do I feel at the end? Which activities did I enjoy?

Which activities didn't I like? Did I learn anything? What was it? How do I know?

What things did I like from my teacher's teaching? Which ones didn't I like?

Below is a description of the answers to these questions session by session.

**Session 3- May 20<sup>th</sup>/2013-** 8 out of the 9 student participants wrote a journal entry for each of the questions.

The four females expressed that at the beginning of the class they felt stressed, tired and hungry because of the final exams they had presented during the day: *"I felt tired because I had a lot of finals."* (extract from D.D. journal). *"I feel a bit tired. I've been in the university the whole day."* (extract from G.M. journal). 2 out of the 4 males that responded wrote they were tired and not in the mood for class. They wanted the day to be over so they could go home: *"I'm just waiting for these two hours to be over soon. I want to go home."* (extract from R.G. journal). The other 2 responded that they were eager to start class and willing to learn something new: *"I want to learn. I feel the classes are productive."* (extract from E.S. journal).

In response as to how they felt at the end of the class 3 of the females noted the atmosphere and so they were in a good mood: *"At the end of the class I feel excited."* (extract from G.M. journal). *"When the class ended things started to look differently."* (extract from M.A.S. journal). 1 responded that she had no energy left when the class was over. The four males expressed they felt satisfied and happy. There was something that put them in a good mood: *"In the end I felt happy. I was uplifted."* (extract from R.G. journal). *"I feel happy. These classes relax me."* (M.R. journal).

They all mentioned they liked the class because they could participate in the construction of sentences.

As to what they learned they all expressed that the construction of sentences in the past tense with “be” and the use of regular and irregular verbs. 2 of the males added they liked learning about new adjectives for travel conditions.

In terms of how they know they learned the males mentioned they knew how to make sentences because they did them and practiced in class and they believe they know how to identify the past in a sentence and write sentences as well: *“I learned how to make sentences. I know because I can write them and I recognize the verbs.”* (extract from E.S. journal). *“I learned how to use and put the verb to be in affirmative and interrogatives.”* (extract from R.G. journal).

One of them mentioned he still had doubts about the use of “Did” in questions. And one of the girls expressed she did not learn how to pronounce some words. As for the rest of the female participants one of them wrote that the group work activity had been very useful and that she had the chance to learn the “was” and “were” from others: *“I understand how to use was and were because I worked in a group and now I can identify it.”* (extract from MA.S journal). Another expressed that she had to explain the same grammar structure to one of her cousins for school homework and thought she did well.

As for the things they like about my teaching the most recurring ones were my dynamism and the way I explained things in class. They expressed that they like the way I make myself be understood and how I am fun and full of energy: *“I like her dynamics. She is fun.”* (extract from D.D. journal). *“She is very original. I like the way she teaches.”* (extract from G.M. journal).

**Session 4- May 22<sup>nd</sup>/2014-** 8 out of the 9 student participants wrote a journal entry for each of the questions.

2 out of the 4 males answered they felt good and eager to start class. They felt motivated because they knew they were going to learn something. Another one expressed he was really tired because of a final exam he had during the day and the other one wrote he felt normal. The four females felt stressed, tired, sleepy and hungry in general terms: *“I feel really stress. This is our last final exam week.”* (extract from MA.S journal). *“I felt sleepy because I had to study for a final all night.”* (extract from D.D. journal).

As to how they felt at the end 2 of the males expressed they felt good because they learned something new and that the class had been stress-free: *“At the end I get this good feeling because I always learn something new.”* (extract from E.S. journal). *“I feel relaxed, with no stress because I learned something.”* (extract from M.R. journal).

One of the males was very worried because he had to prepare for two upcoming final exams and the other one wanted to go home and rest. 2 of the females wrote they felt happy at the end of the class because they enjoyed what they did. Another one said she just wanted to go home, have dinner and go to bed.

When expressing something about the class the four males wrote the activities were productive and useful. One of them enjoyed the answers given by each group to the oral quiz questions. And another one liked that he could improve his vocabulary and wrote he could now pronounce words better: *“I learned rules on how to apply the past. I know I did because I participated in all the activities and did well.”* (extract from E.S. journal). *“I learned the meaning of some words and how to use them when they are part of an interrogative.”* (extract from R.G. journal).

As for the females one of them wrote the activity was fun and she enjoyed the crazy answers. Another said she had a great time working in a group with her classmates. And yet another mentioned she did not like when the class was being video-recorded. She expressed she felt embarrassed: *“I liked how she allowed for crazy answers to flourish.”* (extract from M.A.S journal). *“I didn’t like the class being video recorded. I feel very embarrassed.”* (extract from Y.J. journal).

As to what they learned the majority wrote in general terms how to answer to certain questions that were practiced in class. Others emphasized on the past tense again. One of the females said she learned 3 or 4 new verbs in the past and that it meant a lot to her. They also noted that they know because they participated in the activities and had correct answers.

In terms of my teaching for this session the 4 males expressed the class was never boring, I cheered them up, and that they liked the good “vibes” I had: *“I like the way she teaches. It is never boring.”* (extract from E.S. journal). *“She helped me concentrate in class.”* (extract from R.G. journal). As for the females they said the class was fun, it never got boring, they liked having everyday life examples and how I responded to their doubts: *“I like that when she teaches she is friendly, dynamic and cheerful.”* (extract from G.M. journal).

**Session 5- May 27<sup>th</sup>/ 2014-** 9 out of the 9 student participants wrote a journal entry for each of the questions.

For this session 3 out of the 5 males felt tired, hungry and a bit lazy. The other 2 felt willing to start class and participate. One of them mentioned he felt nostalgic because the English classes were almost over: *“I feel a bit sad because there is only one*

*more session to go.*” (extract from M.R. journal). The 4 females felt motivated and relieved because the final exams were over.

When expressing how they felt at the end 3 of the 5 males felt happy with what they had “received” in class. 2 of them were hungry and tired. The females felt happy, motivated and engaged: *“I liked that we learned because of her motivation, energy and movements.”* (extract from D.D. journal). *“I really have fun in English class. I enjoy every class. Our teacher is really appealing.”* (extract from G.M. journal).

As to what activities they liked the males mentioned they enjoyed watching the oral project presentations, some songs, and the funny commercials. The females also liked the presentations done by some of them and others in class. One male expressed he did not like the exercises from the book, and one of the females said Unit 9 got boring at one point.

In terms of what they learned the males expressed they remembered some contractions and how to use “should and “could”. As for the females they mentioned they learned contractions, pronouns, adjectives and verbs from the songs and how to use “should and could”. The students said they knew it because they participated in class and were correct in their responses or examples on the board. Two females expressed they did not understand most of Unit 9: *“I didn’t understand much of the topic because we went too fast.”* (extract from D.D. journal). *“I couldn’t understand Unit 9 well.”* (extract from Y.J. journal). Another male said he was not focused at all and was lost most of the time because he was thinking about his final exam results.

As for my teaching during the session one male said he liked how I developed confidence in them so they would be willing to participate in class. Another one expressed that I gave too many chances and he thought it was not good but in some way

he knew I did it to have students participate. Another one wrote he liked my attitude: *“She has a good attitude. She repeats an explanation when we ask her and she does it in a kind and caring manner.”* (extract from K.F. journal). As for the females some mentioned they liked my attitude, my motivation and my body movements. Another one said that the crazy examples were good and that throwing the marker for them to participate was fun. Another one wrote she liked my classes in the following terms: *“I like it when she is so down to earth. She sometimes runs from one side to the other. She is funny.”* (extract from Y.J. journal).

**Session 6- May 29<sup>th</sup>/ 2014-** 8 out of the 9 student participants wrote a journal entry for each of the questions.

2 out of the 5 males wrote that they felt sad and stressed because of a class they had before and because their test scores were not good. The other 3 were happy and eager for the class to start: *“I’m always in the mood.”* (extract from E.S. journal). *“I feel tired from all that has been going on in the past weeks but today I want to have this class.”* (extract from R.G. journal). Only one of them wrote he felt sad because it was the last session: *“I feel a bit sad because it’s our last session and happy because we are done with everything today.”* (extract from M.R. journal).

As for the females 2 of them said they felt happy, relaxed and comfortable. One of them added she felt nostalgic because this was the last English class. Another one added she was happy and sad at the same time: *“I feel sad because I won’t have any more classes with our teacher but I’m really grateful to have met her. I learned a lot of things.”* (extract from G.M. journal).

In terms of what they felt at the end of the session only 2 males expressed it. One wrote he was happy because he liked the class and another one expressed that he

was worried because of the English final test to come. As for the females one said that she still felt sad that the class was over but appreciated how I encouraged them to continue with the process. Another one expressed that my energy was “contagious” and at the end of the session she was really hungry.

Regarding the activities the males agreed in expressing they liked the way the review of the different topics was done. They enjoyed the construction of sentences or ideas and the guidance given through all the topics: *“She always finds examples that come in handy. This allows us to learn.”* (extract from E.S. journal). *“I enjoyed the co-construction of answers for the different questions.”* (extract from R.G. journal). As for the females they wrote it was interesting and to the point and they appreciated that there was time to remember what they had forgotten.

As to what they learned they all expressed they remembered all the structures and some participated so this cleared their notion of how to use can, should, could, comparatives and so on. Some mentioned that after the review they knew they had to study more because they felt they needed to practice to have more control over the test format: *“I learned about the final test structure and how to use should and could. I need to practice the verbs in the past.”* (extract from M.A.S journal). *“I remembered things I had forgotten.”* (extract from Y.J. journal). *“It was great to do a review because we had doubts and they were cleared up.”* (extract from E.S. journal).

Concerning my teaching during this last session the males pointed out that I was interested in them learning and having clarity on what was going to be asked on the final test, that I had been very clear in my explanations and that my good sense of humor help them to connect with the class: *“She has a great sense of humor and she always makes us smile.”* (extract from K.F. journal). He remarked that this made the



classes attractive. The females highlighted they liked the energy I brought to the class. One of them wrote that I had been very concise and to the point going from one topic to another one but that I kept my “essence”. Another one remembered a quote I had shown them earlier during the semester and she pointed out that she would never forget it and appreciated my smiles in class. One of the females expressed that it was clear to her that in English class she got integral training.

From analyzing this instrument I could understand what students were feeling, what they thought about what they learned, how activities influenced them in some way, and what conception they had about my teaching. All this allowed me to discover at first hand how emotion and learning are connected, how my attitude is connected to their engagement and how they perceive the idea of learning from a very personal point of view. With this I started to describe some parts of my teaching features but most of all I could emphasize on my students’ signs of learning and how these two things were connected. There were 3 elements that related my teaching to their learning and they had to do with my attitude, how activities were presented and the classroom environment.

#### **4.2.2 My Journal**

Before starting on my journal writing I thought about what I could write in each session. Due to the fact that this study had two main concerns: my teaching features and my students learning I decided to keep a journal format based on some guided questions that could show me insights into these two issues (See Annex 3). To find about my teaching I then decided to include thoughts on how I felt just before each session, what activities I did in class and why and how I behaved. To find insights about my students’

learning I incorporated ideas on what I thought my students learned and the things I did for learning to take place.

I used my laptop and a Word file to write my journal for the 6 class sessions. I did my first entry on April 29<sup>th</sup>, then I wrote on May 6<sup>th</sup>, I continued on May 20<sup>th</sup>, then on May 22<sup>nd</sup>, I wrote again on May 27<sup>th</sup> and I did my last entry on May 29<sup>th</sup>/2013. One hour before leaving for class I wrote about how I felt before starting the sessions and then I wrote about the teaching-learning experience as soon as I got home.

Below is a summary of the journal entries according to the questions.

**1. How do I feel before class?-** I wrote about this for all the 6 class sessions. In all of them I was concerned about my students' disposition for class that day. I noticed I was aware of their emotions, feelings, worries, and mishaps: *"I hope they are not too tired."* (extract from A.A. Journal, April 29<sup>th</sup>/ 2013). *"They are always hungry, tired and want to go home. So I need to be alert, active and keep them on track."* (extract from A.A. Journal, May 20<sup>th</sup>/2013). *"I invited them to use pictures, movies, short videos, and music in their presentations. I did it because I want them to have fun and enjoy their assignment while doing it."*(extract from A.A. Journal, April 29<sup>th</sup>/2013).

I thought also about what had to be done for my project and in a summarized way I used expressions to not forget things I had to inform or let my students know: *"I need to also record May 22<sup>nd</sup>, May 27<sup>th</sup> and May 29<sup>th</sup> the three last sessions for the semester. I hope I get enough data and that it works out for my study."* (extract from A.A. Journal, May 20<sup>th</sup>/2013). *"I also need to do the focus group interview at the end of the session. I can't forget! I have to tell the 9 students I chose to sign the consent letter and stay for a while after class."* (extract from A.A. Journal, May 20<sup>th</sup>/2013).

In general terms I also expressed how I felt regarding the “informality” of this English course in particular: *“The book is a guide because these courses tend to be very informal.” “There is no formal syllabus. I must say I don’t have a formal lesson plan either. I just look at the book and start coming up with activities or tasks I think would be cool or interesting to try out and that have a connection with the topics given.”* (extract from A.A. Journal, May 6<sup>th</sup>/2013). And only once I mentioned how I felt physically: *“Today I feel tired and want the semester to be over. It is as if I have no energy left.”* (extract from A.A. Journal, May 20<sup>th</sup>/2013).

I can say I emphasized on noticing my students and thinking of ways to engage them in class: *“I went into “hyperactive” mode. I noticed my students were tired, bored and were not concentrated. The first thing I did was to group them up.”* (extract from A.A. Journal, May 20<sup>th</sup>/2013). *“The only thing is that I am only going to have this session to go into Unit 9. Is it worth it? I guess I’ll try so they have a chance to look at other things and not get bored.”* (extract from A.A. Journal, May 27<sup>th</sup>/2103).

**2. What activities did I do? Why?-** I included an entry about this specific issue in all the 6 class sessions. I did this in a very descriptive way trying to remember what went on and what caught my attention. The sessions were kind of eclectic regarding the activities. There were topics that were followed from an instructional resource like the book: *“I then moved on to the activities in the book: the ads with their participation and points of view in triads to get them talking about vacation preferences, the read out loud conversation for pronunciation practice and language in use, and from there a word triggered an idea for the next activity.”* (extract from A.A. Journal, April 29<sup>th</sup>/2013). I became part of becoming also an instructional resource because of a specific issue: no class material.

I also assigned projects that related to their context or reality and had a relationship to the topic or projects that could get them closer to “native-like” English that could result in a pleasant experience: song lyrics, funny commercials: *“I spent around 45 minutes listening to the presentations. I was very flexible, some included the Lyrics, the funny commercials and did the When I was young or When was it invented project. I knew they had them and wanted to give them a chance to show me what they prepared and how they were going to present it.”* (extract from A.A. Journal, May 27<sup>th</sup>/2013).

I delivered the classes being the focal point. I was the connection between the topic and the doing or performance of the students: *“I feel that if I leave them on their own they will move on to other things that have no relationship with the class. So I prefer to keep them on task by being the focus of attention.”* (extract from A.A. Journal, May 27<sup>th</sup>/2013). From there I developed ideas that came to my head in a precise moment without planning. Just because I had the initiative that it could be useful and it could add an “extra” dimension to the class. I noticed I set the pace because their pace is much slower than mine and this affects me greatly. I need action, I need movement, I need answers. I praise and encourage because in learning what matters is what you can actually do and then I work on getting things clear when there is an obstacle.

**3. What did my students learn?**-I also included some thoughts about this specific question in all 6 sessions. In general terms I described what they showed me they understood or could construct in class: *“I think that in this session my students remembered words they knew and some heard them for the first time maybe giving some the chance to expand their vocabulary. On the other hand some might have learned how to pronounce a certain word or expression.”* (extract from A.A. Journal, April

29<sup>th</sup>/2013). *“I think some learned how to use the past tense correctly. I saw it in their presentations. Others participated in identifying some verbs from classmates’ projects and others made corrections orally.”* (extract from A.A. Journal, May 6<sup>th</sup>/2013). *“I think they learned how to use them because some examples written on the board by them were really cool and well structured. Others intervened and complemented ideas in a correct manner, using appropriate words and structures.”* (extract from A.A. Journal, May 20<sup>th</sup>/ 2013).

I asked them many times to give me some output after I gave them some input, so that is how I know they learned about structures and writing sentences. I also heard their comments in groups or during whole class and noticed some students have a natural interest on pronunciation. I heard them read, correct themselves or be corrected by others while reading. I spend quite a lot of time eliciting probably to know where they were at. And I made myself available for any doubts to follow where they could have certain gaps.

**4. What things did I do in class for learning to take place?**- I did an entry to this question for the 6 sessions. They all have in common that I try to relate the topics to their reality. After I give them a certain input I like for them to relate it to their lives and come up with examples that have a connection with their context. I think this makes the language “real” and not something distant, difficult or impossible to understand: *“When I got into the grammar topic of “should and could” I thought about them getting in groups and then having someone from the group to come up to the board and show their sentences. There were some interesting ideas. They had a relationship with their context and reality and praised their effort. I think they could relate to the examples.”* (extract from A.A. Journal, May 27<sup>th</sup>/2013). *“I think that giving them the chance to put*

*the past tense in another format, as a visual presentation to be presented orally made them think about the structure in a different way. They could relate it to their lives when talking about their childhood. Others chose the inventions because they enjoy knowing how things were created.*” (extract from A.A. Journal, May 6<sup>th</sup>/2013).

I also expressed in all my entries the importance of having a relaxed, stress-free classroom environment where there is a positive mood: *“Their ideas were cool and I think they made part of their reality and context. So they were not afraid to participate.”* (extract from A.A. Journal, May 20<sup>th</sup>/2013). *“I want them to have a support system. I think they don’t want to come to a class that is going to complicate their lives and be a pain in the ass and more so when it is a class that has no actual credits.”* (extract from A.A. Journal, May 20<sup>th</sup>/2013). *“I think that having the possibility to explore the answers to a question made them feel better about themselves and gave them a sense of reassurance.”* (extract from A.A. Journal, May 22<sup>nd</sup>/2013). I am an advocate of having an emotional balanced classroom atmosphere. I think that with this learning can be promoted because there is less fear of failure, less fear of making mistakes and there is a support system that can maybe move them from one level to another.

From this instrument I could identify emergent categories from my teaching perspective because it all came directly from my thoughts. On one hand I understood how important teaching and affection are to me; I also interpreted what type of dimension my informality brings to the classroom and how certain components defined me as having a pro-active side. The data gathered from the journal entries allowed me to understand how my teaching is related to my students’ learning. One significant trend

dealt with my attitude which was also mentioned in my students' journals and how it influenced their own mood.

### **4.3 Focus group interview**

In regards to the results that came about this instrument I decided to organize the data in the following manner so it would be easier to interpret: I did a description of what went on in class and how they got prepared to answer the questions. Because their answers were in general short, one word responses I was as descriptive as I could when writing about their ideas. I bundled up similar responses and included differences in opinion so I could compare and contrast points of view and perceptions.

The focus group interview was done on May 20<sup>th</sup> at the end of the class session. The questions dealt with how students relate to learning or conceive the idea of it and what they thought about my teaching in particular.

The 9 student participants 5 males and 4 females spontaneously answered the following: Do you like English? Why or Why not? Have you learned anything in class? Describe your teacher in five words. Do you consider that there is something in particular that makes this class different from others? What things does the teacher do in class that you think allow you to learn? What else should the teacher do to make the class experience better?

The interview started with me explaining that there were 6 main questions that were going to be asked to the whole group. I told them I appreciated their participation and that they should be as honest as they could. I insisted in telling them that they could say whatever they thought and not to worry that I was present. I asked them to participate politely and that they should listen to one another and from there give an

opinion. They all told me they were tired and hungry and hoped it would not take long. So I promised it would be a short interview session and it all depended on the type of answers given by them.

Below are questions 1 to 6, with the participants' responses.

**Question No. 1. Do you like English?-** A total of 5 students out of the 9 responded to this question. One of the males said that it is the universal language. The second male that responded said it was very important and that he really liked it and wanted to learn more. The third male that answered explained that even though it was not easy for him it could help him with his career. The two females that participated answering this question had different points of view. One said that for her Biology career it was really important and the last female expressed that she had this notion of English as being something hard to learn and complicated.

**Question No. 2. Have you learned anything in class?-** There were a total of 5 students who responded this question. Four were females. One of them expressed that she learned what was on the book; specifically she mentioned the past and the present tenses. Another one said that when she tried to translate she knew more words, adding that she had more vocabulary now. The third female told a story of how in Biology class and after reading an article in English she was asked to translate it for other classmates and she felt comfortable and did it without hesitating. The last female who responded the question said that it was easier to connect ideas to understand sentences. The only male who spoke expressed that he learned while being in class but soon after he forgot what he learned.

**Question No. 3. Describe your teacher in five words.-** To this request that was inserted as part of the focus group interview 5 out of the 9 students mentioned an



adjective. There were 3 females and 2 males who responded. One male and two females described me as being “crazy”, one of the females added that I was “intelligent”, “creative” and “loud”, the other female who spoke before added I was “down to earth”. The third female participant expressed I was “original” and the last male to say something used the term “hyperactive”.

**Question No. 4. Do you consider that there is something in particular that makes**

**this class different from others?-** To this question 5 students expressed their ideas.

Four of them were males. The first one said that my “energy” added that special extra thing to my classes. The second male expressed that my “craziness” and “personality” made the difference when comparing me to other teachers in a positive way. One of the males who never spoke before during the interview expressed that my classes were different because I gave them the chance to express themselves just the way they were. The fourth male who spoke had something in common with opinion number 1 and it was related to the “energy” mentioned before because he said it was all about my “dynamism”. The only female that intervened expressed that my “creativity” was the something that was different from other classes.

**Question No. 5. What things does the teacher do in class that you think allow you**

**to learn?-** This question was answered by 4 of the 9 participants. Three were females.

One of them said that the questions, oral presentations and games helped her learn. Another female expressed that the projects and games were things that I used in class that made it easier for her. The third female participant said that she really enjoyed and learned a lot from the Tongue Twisters. She liked the pronunciation practice and the new vocabulary derived from the words in them. The only male that spoke expressed that two key elements were participation in class and group work.

**Question No. 6. What else should the teacher do to make the class experience**

**better?**-In this last question 7 out of the 9 students responded. There were 4 females and 3 males. The first one to participate was a male and he said that it would be better for him if I showed the grammar step by step, modeling the structures more carefully. And from there do other activities. The first female expressed that she liked the classes just the way they were and another female added that if I became like the description given above she would run out of the classroom and never return. She continued expressing that there are a lot of students like her that feel apathy towards English and having a more relaxed, flexible teacher is better. One of the males added to this intervention that there are a lot of language learners that feel scared and that having a good relationship with students based on respect and where confidence is built up like I do gives them this sense of wanting to be in class and learn. A female added to this idea that in my classes there was a comfortable teacher-student relationship and that she did not feel afraid. One of the males expressed that a lot of teachers are boring. And one of the females expressed that I should be more flexible when grading dictations, because I did not allow a mistake on just one letter. To this the last female participant added that I should keep my “toughness” during the dictations and be demanding.

The interview allowed me to capture my students’ frame of mind towards my teaching style and I was given insights of what was being done “right” or “wrong” in terms of my delivery and how this related to their learning. Regarding their learning they also expressed what they learned and how they did it. With these elements it was interesting to see trends on what I described as the features of my teaching in relation to my attitude and instruction. To them instruction was of vital importance and was directly related to learning. In the findings section I gathered all these salient issues and

did an interpretation in terms of my teaching features, my students' signs of learning and related those features to their learning.

#### 4.4 Findings

After describing what went on in each class session, what students thought during each one of them, how the interview reflected their own points of views and how my journal writing allowed me to explore some parts of my beliefs, methodology, strategies, tasks, philosophy and practice I go on to explain the data gathered from the instruments and the subsequent trends that emerged from the analysis of this data. I interpreted specific patterns that caught my attention through the analysis and triangulation of the instruments.

I decided to interpret the results obtained from the descriptions in relation to the objectives of this research. I am specifically going to discuss my teaching, my students' signs of learning and the relationship my features have with their learning.

In regards to my teaching features I identified 3 main issues. These are the most salient ones and those that have a connection to the theory discussed earlier on.

**1. I have a proactive side.-** I interpreted the results in the following manner and with relation to this feature because in the 6 sessions I could identify 4 out of 8 characteristics from Tate's (2006) list:

**1.1. "They build resiliency in students by gathering and interpreting student data, developing a positive relationship with each student, providing feedback to each student, understanding students' unique differences, and understanding that content should be taught from a variety of linguistic and nonlinguistic organizers."**

In relation with the idea of understanding students' unique differences one of the

participants expressed: *“She gives us the chance to express ourselves just the way we are.”* (extract from R.H. focus group interview). I interpret his opinion as an indicator of up to what level I get to know my students and how I respect and allow their differences to flourish in class. Another student wrote on his journal and according to the feedback element: *“I like that the teacher answers to each one of my doubts.”* (extract from Y.J. journal). And as an additional comment that has a relation with this another student did this reflection: *“She explains things over and over again when we ask her and she does it kindly and thoughtfully.”* (extract from K.F. journal). As to how content should be taught and how important is to combine different types of elements a student wrote how a certain activity made her feel: *“Today’s class was crazy. We had the chance to put a lot of crazy examples on the board. And I loved it when she just threw a marker at us and made us write our ideas. This was crazy.”* (extract from MA.S journal).

With this I can see how all these elements can work on an open and flexible manner to allow my students to have a voice and become involved in class.

**1.2. “They realize that student behavior can be affected by a positive physical and emotional environment.”** Understanding that they came from a long and severe academic study day in each of their programs I needed to do things to take away their tiredness. In regards to this aspect several participants wrote entries that had to do with this particular facet: *“I feel good and want to start the next class session because her classes make me happy, I enjoy them and they take away the stress because of the way she develops her classes.”* (extract from M.R. journal). Another student wrote: *“At the beginning of the class I felt really stressed but while the session moved on I felt better, even relaxed and things started to look differently.”* (extract from MA.S. journal). On

the same note another student reflected upon the following: *“I feel a bit tired, I had a really long day at the University. As soon as the class starts I feel excited. The teacher has a contagious energy.”* (extract from Y.J. journal).

I am very aware of my students’ context, surrounding, interests, and lives in general because I know their physical and emotional environment is going to affect either positively or negatively their willingness to learn and even more so a foreign language that it is just a “partial fulfillment” for graduation. This concern shows through out some class sessions as I expressed on my journal entries: *“I hope they are not too tired. We are 1 month away from finishing the semester. Finals for their programs are starting in two weeks if I’m not wrong. I gotta keep them alert and interested.*

*Remember: Always enjoy what you do!”* (extract from A.A. journal, April 29<sup>th</sup>/2013).

*“Today I feel tired and want the semester to be over. It is as if I have no energy left. But I know my students are feeling the same way and night classes are even tougher. They are always hungry, tired and want to go home. So I need to be alert, active and keep them on track.”* (extract from A.A. journal, May 20<sup>th</sup>/2013). It was my intention to have them in a good mood so their behavior could allow them to be open to all that they were experiencing and in doing so, they could approach activities with interest. *“I went into “hyperactive” mode. I noticed my students were tired, bored and were not concentrated. The first thing I did was to group them up. Most of them had no copies, so I had whole class discussion going on with groups working on the last part of Unit 8.”* (extract from A.A. journal, May 20<sup>th</sup>/2013).

**1.3. “They assist students in perceiving the value or importance of the task.”** There is a need to get involved with what students need from each class session. There is a two way compromise. There has to be a middle ground on what they have to learn, want to

learn and how I teach it. *“I promised I would practice the oral questions for the final test with them. So today all I’m going to do in class is give possible answers to those questions. I will emphasize on pronunciation so they understand what is being asked.”*

*“I also hope that everyone comes to this session. I want to help them out with the oral test. This makes them uneasy and stresses them out. So I hope after the class they will feel better and more confident.”*(extract from A.A. journal, May 22<sup>nd</sup>/2013). Every step is important; every task will take them one step further. *“I wanted for them to find the answers and not just me giving them out. I wanted to let them know that there could be an array of possibilities and not a fixed answer. I think that having the possibility to explore the answers to a question made them feel better about themselves and gave them a sense of reassurance.”* (extract from A.A. journal, May 22<sup>nd</sup>/2013). If I actually accomplish this sense of reassurance in them they might feel how much value the task had for them and how it becomes meaningful. One student wrote in regards to this notion: *“One of my main difficulties is that I don’t know a lot of verbs. And this doesn’t allow me to understand much of what is written. But today thanks to the group I worked with I could answer some questions. I learned 3 or 4 verbs and to me this is really meaningful.”* (extract from MA.S journal). Another one added: *“She was interested in us learning and having what was needed to pass the level.”* (extract from R.G. journal). There was another entry from one of the participants and in a similar way he commented: *“She wants us to learn.”* (extract from D.M. journal). It is important to show them that their effort and practice has a lot of value and that each thing they do is for their benefit.

**1.4. “They reduce stress by making sure that students know what to do and how to do it.”** I have this fixation with giving instructions. Now that I have had time to reflect

on many things I believe this comes from my own way of processing information. I tend to get distracted and only listen to a few things I am told, so I go back and try to recall when I am not sure, I take as many notes as I can, I also rephrase what I have been told and if I am still lost I ask again. Because I know my distraction gets on the way of not letting me fully understand many things and I also know students are not used to asking questions even if there are doubts maybe just out of pure “peer pressure” I make sure I explain thoroughly what is expected of them and how they can go about doing any given task. It is as if I gave them a reference point where they could start from and not feel lost. To me this reduces their stress and they are more willing to get into task and accomplish their goals. The results from the coding after observation show that I gave instructions 129 times during the sessions. One of the student participants wrote: *“I just like the way she explains”*. (extract from D.M. journal). On the same note another student expressed: *“Today I could catch up with some things because of the way she explained. She cleared up all my doubts.”* (extract from G.M. journal). I expressed the following on one of my entries: *“I took a long time explaining the oral project. I told them about the two versions. I modeled the structure of the sentences they had to include and told them to be creative and to think out of the box.” “And I wanted for the instructions to be clear so they wouldn’t have a hard time completing the assignment.”*(extract from A.A. journal, April 29<sup>th</sup>/2013).

But not only this was evident, I code switched 108 times in an attempt to have a balance between the L2 and the L1 so everything could be understood. In the beginner levels I feel the need to code switch to keep them on track and avoid negative feelings towards the language. One of the participants reflected on the following: *“I like everything about her way of teaching. What I mean is that she does it in a way so we all*

*can understand. It is not like other teachers that just talk in English all the time.”*

(extract from R.G. journal). I also wrote some thoughts on this particular issue: *“I believe that if they hear me constantly they could remember sounds and memorize words and expressions. I don’t know how to do it any other way. I have this urge to give them input, to produce the language for them although I constantly switch back and forth from L2 to L1 to avoid any discomfort.”* (extract from A.A. journal, April 29<sup>th</sup>/2013).

I also did a lot of eliciting. I employed this mechanism 195 times. The types of questions varied. From the transcripts I could gather on one hand that my target was the whole class. As for the kind of questions there were Yes or No questions, probably in an attempt for them to let me know instructions were understood. There were also Wh-questions so they could expand on some ideas. As for the content of my questions I can say most of them were about the structure of the language, some about people’s lives, some about student’s personal lives and some about procedures. I can probably say because of their passiveness this eliciting behavior helps me to connect with them to some level and set the classroom pace. *“I presented the topics one by one so they could jot them down and review them again. I asked for examples on each of the topics and made corrections when necessary. I did this in an attempt to know what they knew, what they remembered and what they forgot or where not sure about.”* (extract from A.A. journal, May 29<sup>th</sup>/2013). This constant questioning probably has something to do with the following thought from one of the entries: *“I also noticed that I don’t like “quiet” moments or spaces where nothing is said for a long time. It makes me uncomfortable. I have to add that I don’t like to sit. I need to move around, and in doing so ask, tell, guide, or advice if I don’t I get bored and think the class was worthless.”* (extract from



A.A. journal, April 29<sup>th</sup>/2013). I know questions can make students feel uncomfortable, but the idea with me eliciting is to start off and allow them to follow a rhythm that is hopefully suitable for everyone.

**2. I consider affection as the start of the learning path.**-All language learners have emotional aspects that raise their affective filters and in some way impede the learning process of the language. It is necessary to understand that the “barrier” can exist in one, ten or thirty of our students and if the affective filter goes up language acquisition is hindered. Our students already possess the level within them; it is either high or low. In any case it is important to identify how they come to our classes and with what type of level. In this specific study from all the participants two of them expressed something related to this issue. *“I have this notion of English as being something difficult and complicated.”*(extract from MA.S focus group interview). For me this is an indicator of her past negative experience with English and it is very possible that her affective filter is high. So for her and the many others that I am sure feel the same I have to work on creating a good classroom climate. She also expressed on one of her entries as the sessions advanced: *“I sometimes feel she goes too fast. But I am also aware that my attitude towards the subject is not the best one. I know that if I put forth more effort I can accomplish more.”* (extract from MA.S. journal). It is as if she is shifting her negative feelings towards a more positive outlook. So considering affective factors has its rewards. Now she has the need to learn English and this is what we actually work for. Another student made a comment related to this idea: *“There are people who feel a lot of apathy towards English. You could even say that it is fear. You are close to us and we respect that, so that is why we want to be here and learn.”* (extract from E.S. focus group interview). It is an imperative that we deal or tackle that apathy from day 1 and

work on it until the end of each course. By doing this the mere experience of being in a language class can be really enriching.

The second thing that has to be said about the affective variables is that no matter if one, two or three of them are present, teachers through daily observation must realize that students combine cognition and emotion for learning to occur and it is with a low affective filter that language can be acquired or learned. It is our duty to do things in class that can help our students to lower it. Because we are in constant “emotioning” as expressed earlier on in this paper it is necessary to build on a methodology that will allow the filter to go down. The first student to talk about this also expressed: *“If there are people like me that feel apathy towards English they would run away. Your way is a good way; just the way you do it is fine.”* (extract from MA.S focus group interview). So the things we do in class and how we do them have an impact on our students’ affective filters. In the same way other researchers like Ann Robertson (2008) expressed that:

“Krashen (1985) claims that affective factors such as motivation, attitude, self-confidence and anxiety will affect not only the amount of comprehensible input that learners seek, but will also determine the strength of the filter, thus determining the amount of ‘comprehensible input’ reaching the Language Acquisition Device. Weakening of the affective filter (e.g. by strengthening self-belief, or decreasing anxiety) is therefore vital for SLA” (The Affective Filter Hypothesis section, para.1).

It is of vital significance for all teachers and in particular FL teachers to take into account the affective domain when teaching. Have a clear understanding of its existence and have some guidelines to approach it.

**3. I am informal and somewhat dialogical.-** This can sound like a strange combination but what I am certain about is that my lack of a background on “educational theory” or “pedagogy” has allowed my informality in teaching to have some dialogical components. It is like a compensation strategy. I have great gaps on pedagogical issues and also on ELT theories and methodologies. This can be perceived from some of my journal’s entries: *“I feel that if I leave them on their own they will move on to other things that have no relationship with the class. So I prefer to keep them on task by being the focus of attention. I guess this has to do with my lack of training in a teaching program. Lack of training I decided to fulfill by two teaching programs I started one and a half years ago.” “I had the chance to learn a lot from them but feel I still have tremendous gaps when it comes to “teaching”. I need more training and practice so my students can become better learners.”* (extract from A.A. journal, May 27<sup>th</sup>/2013).

I sense the need to fulfill those gaps because I know there are other ways to teach. There are other ways to reach my students.

*“It is as if I am the only instructional material available. I think I need to work on developing or bringing authentic materials to this type of courses. Like posters, maps, magazines, brochures, more videos and slides. My lack of planning doesn’t allow me probably to think about this on time and therefore develop it.”*(extract from A.A. journal, May 20<sup>th</sup>/2013). I am also aware that sometimes I get exhausted just by being the focal point where everything develops from. I know now that I need to probably talk less although I still believe Beginner levels need constant input and feedback. I need to find a balance between my delivery and my students’ space for creating output.

*“I don’t like to go by the book. But the book is a guide because these courses tend to be very informal.” “There is no formal syllabus. I must say I don’t have a*

*formal lesson plan either. I just look at the book and start coming up with activities or tasks I think would be cool or interesting to try out and that have a connection with the topics given.*”(extract from A.A. journal, May 6<sup>th</sup>/2013) So I try to repair this lack of teaching training with other elements I consider vital in an FL classroom scenario. *“I also go by the “mood” of the classroom. I am very flexible as to what can be done in class.*”(extract from A.A. journal, May 6<sup>th</sup>/2013).

Theory on dialogic teaching as stated on this paper’s framework has to do with a multiplicity of issues. In the 6 class sessions observed for this study I could identify more than with the techniques that deal with giving students a certain stimulus to be able to narrate, explain, analyze, speculate, imagine, explore, evaluate, discuss, argue, justify, and ask questions of their own so they can become effective learners; I focused on basically 2 of its components: the classroom relationships and the balance of power between teacher and taught as conceived by Robin Alexander (2008). As to the classroom relationships that were mentioned also above in the proactive characteristics I can add from one of my entries how much I consider them and how important it is for me to have a respectful but close connection with my students: *“I think I get too attached to them. I get to know them well so saying good-bye is always tough. I don’t actually know if caring about them is good, bad, right or wrong I just like being there for them. I like being a support system. But I also think I have to work on letting go and allowing them to be on their own.*”(extract from A.A. journal, May 29<sup>th</sup>/2013).

In terms of the balance of power some students reflected about it in this manner: *“I like the way she teaches. She is dynamic, cheerful and friendly.*”(extract from G.M. journal). Another one expressed: *“In the class we heard a lot of crazy ideas from each other and this allowed us to find answers to our questions.”*(extract from M.A.S

journal). It is important for me to give them spaces where they could try out things and explore. I like being open minded toward what they can produce. On the same note one of the participants thought about the following: *“I like the way she allows us to interact with her, giving us the chance to get closer but always with respect. This makes us want to participate.”* (extract from E.S. journal). I have to include in this part that when asked to describe me the most salient adjective was: crazy. A word that just by being expressed openly by them can show how we relate to one another. To me it is a magnificent word and I believe this “craziness” brings them closer. We both stand at a same level. It is just a manner of knowing how to say things. I am a guide, a support, a helping hand.

In relation to my students’ signs of learning there were 3 issues they mentioned that were relevant to them.

**1. They learned from teacher instruction.-** I must say that after being in contact with this specific group a Beginners level that seemed to have a natural apprehension towards producing the language, them being naturally passive and having a hard and difficult schedule a night course I thought about my role as an instructor. I needed to provide them with means and manners that could make their experience worthwhile. I was asked to follow a book and do as many units as possible during the length of the course. Because of their doubts and low proficiency I decided to focus on grammar structures and how those structures could be used for writing and conversational patterns. I also thought of including some strategies for them to explore some of the language skills. I incorporated analysis of song lyrics, viewing funny commercials and having them do presentations with visual aids in an attempt to get away from the book

and have a chance to do listening, speaking, writing and reading activities in a more natural way.

As I was explaining the lack of instructional material made me think of exposing the content with the whole-class in the first place and then move on to group work. *“I tried to review as much as I could. I tried to be very clear on what was going to be included in the written test. I wanted to avoid confusion.”* (extract from A.A. journal, May 29th/2013). To this students reflected in the following manner: *“Her way of teaching is very exact and didactic. To me the most important thing is that she knows how to transmit what she knows and does it well in every class.”* (extract from MA.S. journal). *“I like how she guides us and gives us examples for possible answers for the final oral test.”*(extract from D.M. journal). *“I think she is very clear when explaining. She always finds concrete examples and this makes it easy for us to learn.”* (extract from E.S. journal). To me these three students are what Julie Tice (1997) so calls authority-oriented learners. They like clear instructions and they need structure and logical progression in what they learn. On the other hand there were students who enjoyed the lessons in the following manner: *“I could build up on knowledge by the way she delivered her classes. She was spontaneous and fun.”* (extract from M.R. journal). *“I learned a lot today due to the fact that we participated a lot in class and it was dynamic.”* (extract from M.R. journal). These are example of concrete learners. Julie Tice (1997) explains that they like to be entertained and physically involved. So I need to keep on taking into account that there are different types of learners with different needs, motivations and interests. That with my instruction I have to cater for different kinds of learning styles and preferences.

**2. Co-construction allowed them to learn.-** Because they are Beginner level students I always thought that pair and group work would allow them to participate more, ask questions amongst each other, help each other, have extra time to practice and assume different roles within the group. It was with the intent of ensuring that every student however weak or strong got involved and felt responsible for their learning. On one of my entries I commented: *“I then thought right there of them getting in pairs and making their own traveling conversation with the ideas given before and invited them to find the opposite of the adjectives given. I thought getting in pairs would get them moving from their sit and that sharing ideas would enrich the construction of their own conversation using the simple past tense.”* (extract from A.A. journal, April 29<sup>th</sup>/2013). On another session I expressed: *“I decided to let them work on examples about places they went and construct sentences with the adjectives. Their ideas were cool and I think they made part of their reality and context.”* *“Maybe allowing them to think in terms of their context helps them use the language meaningfully. I think they enjoy whole class discussions.”* (extract from A.A. journal, May 20<sup>th</sup>/2013).

This all has to do with the ideas expressed by Pineau (2000) who was inspired by Morin and thought how learning has to do with the interaction between one-self, with the other and with the environment. In that interaction there is a space for students to come into terms with their past knowledge structures and allow for new connections to build up. Julie Tice (1997) includes them as communicative learners. Those who learn well from discussion and group activities and need personal feedback and interaction. In relation to this some students thought that the interaction with the other was really important and significant when talking about learning: *“I enjoy activities that have to do with whole class participation and construction of ideas in groups.”* (extract from D.M.

journal). *“Today we worked in groups. Thanks to this activity and to the group I can actually say that I learned how to use “was” and “were”.* (extract from MA.S. journal). *“I liked how we all got to participate and how we constructed sentences together on the board.”* (extract from R.G. journal)

**3. Learning had to do with performance.-** After reviewing and analyzing the student journals and focus group interview I came to the conclusion that for the majority of the participants learning is related to performance. The know-how element is a salient issue in their definition of how they know they learned. *“I learned some adjectives that I didn’t know about. Also now I know how to do sentences and dialogues using the simple past in affirmative, negative and interrogative. I know that I learned because now I can write the sentences correctly.”* (extract from E.S. journal). Another student commented: *“I can say I learned because I can use the verb to be in a sentence and put it with the correct pronoun.”* (extract from MA.S. journal). *“I learned how to use the verb to be. I know because I did the exercises correctly.”* (G.M. journal). *“I learned the meaning of some words and how to use words that are in questions so I can respond to them.”* (extract from R.G. journal).

I suppose they emphasize on the know-how because the language needs to be produced either orally or written in order to realize if you have learned it. There was one student that caught my attention because he said that what he learned were words and knowing how to pronounce them correctly. This was his main interest and final goal. In two of his entries he wrote: *“Today I could build up on my vocabulary and had the chance to listen to the pronunciation of words which I did not know.”* (extract from M.R. journal). He then expressed on another session: *“I learned new words, how to*



*pronounce them and identify certain words when I hear them.*” (extract from M.R. journal).

The relation my features seem to have with their learning had to do with 3 basic components.

**1. Teacher’s attitude.-** I can say from my class experience as an English teacher that my attitude makes a great difference when being in contact with language learners. I feel a need to know my students at first hand and for them to know me. I also have a need to hear them out, let them express their feelings so the ice can be broken and they can come to class relaxed and ready to have a positive learning experience.

Hallam`s (2009) study rescues what the National Network for the Study of Educator Dispositions (NNSSED) considered are four domains for teacher dispositions:

The most effective teachers perceive themselves as effective. “These teachers are self-confident and optimistic,” says Wasicsko. “They can identify with a broad and diverse range of people.” They believe that all students can learn. They have a broad frame of reference and see a larger purpose for what they do. “Yes, their job is to teach a foreign language, or whatever subject they teach,” says Wasicsko. “But it is also to teach a disposition for learning.” They look at the people element. “We are all emotional learners,” says Wasicsko. “What really good teachers know is that it is all about people. You can get magnificent learning to happen when you know that.” (Measuring Greatness section, p. 27)

Here is an entry from my journal that is connected to this specific topic: *“I don’t know if they learn or not. I guess to me it is all about disposition. I want my students to be in a good mood and in a positive state of mind so they are willing to get something*

*out of my classes that will make them at least feel better about themselves. All I know is that I enjoy being in class, I enjoy the human contact, I enjoy being a clown and somewhat of an entertainer. Being a teacher to me is more than just having knowledge about a subject matter, it is more than having a methodology, it is more than planning. The key element is to connect to some level with your students.*" (extract from A.A. journal, May 27<sup>th</sup>/2013). I actually think that you can connect when you know that you are as vulnerable as any of your students and that they have the right to know you at many other levels. If you allow them to explore your human/emotional side they feel they arrived at a good place. And in exploring their same side they start considering and respecting the other.

In relation to this feature some of the participants expressed: *"What I like the most is that she is fun."* (extract from D.D. journal). Another one wrote: *"She always encourages us and tells us to never give up. She says we can accomplish whatever we set our minds to do."* (extract from G.M. journal). *"I liked that we learned a lot thanks to her enthusiasm, body movement and motivation"* (extract from D.D. journal). One of them on the last class session expressed the following: *"Your methodology was really good but your way of interacting with us was even better. More than an excellent teacher, you are an excellent person. Thank you."* (extract from D.D. journal).

With these examples I can find a link between how you present yourself attitude wise as a teacher but more so how your students identify with you on a personal level. I always look at the people element because just before adopting any given role in life and more so in a classroom setting: that of teacher and that of student we are human and acknowledging that element makes all the difference to me. If I make a connection, and

with that I can keep or maintain their interest in the subject I feel there can be some sort of understanding that can later on become some sort of learning.

**2. Presentation of activities.-** First I must say that the activities done in class during the last 6 sessions were all derived from the book Top Notch 1B. It was so because we are supposed to follow the material that we are given and reach a certain amount of units before the semester ends. On the other hand and as I expressed earlier students do not have the book nor do they make the photocopies. They are not obliged to have the material. In this sense and for the contexts sake what I tried to do was follow the book but adapting the activities with a different format so I could get the whole class involved. I wrote about the activities in some entries: *“After their whole class participation they had a crazy word bank made up from their own brain storming ideas that related to the notion of vacation and traveling. I wanted to see how their context influenced what they had in mind. I then moved on to the activities in the book.”* These thoughts gave me the need to express the following: *“I know I am aware that there are many different types of intelligences and although I follow a book I like to include other tasks, assignments or activities in class that maybe foster or promote learning for visual learners, kinesthetic learners and musical learners because I feel comfortable with these learning styles.”*(extract from A.A. journal, April 29<sup>th</sup>/2013). So in an attempt to make the lesson as varied as possible I also include other elements. I actually wrote about it in one of my journal entries: *“I also bring “Tongue Twisters” and “Famous Quotes” once a week. They read them, pronounce them and work on words that seem interesting. The famous quotes are meant for them to analyze the message behind it and leave them always with a*

*reflection that can maybe transform in a positive way how they look at life.*”(extract from A.A. journal, May 6<sup>th</sup>/2013).

Another thing that has to be mentioned in this section is that I complement the content from the book with oral assignments from students as projects. I explained it further while writing for my journal: *“I think that giving them the chance to put the past tense in another format, as a visual presentation to be presented orally made them think about the structure in a different way. They could relate it to their lives when talking about their childhood. Others chose the inventions because they enjoy knowing how things were created. So in some way they practiced, wrote and constructed ideas in the past without the need of a book or an exercise from the book.”* (extract from A.A. journal, May 6<sup>th</sup>/2013).

I must say that after reading the class transcriptions, the student journals and interview I think that the way or the how you present any given activity influences your students’ mood greatly. From the focus group interview these were some comments related to the activities done in class: *“We learn from the questions, tongue twisters, projects, presentations, games, class participation and the class dynamics.”* (extract from D.D., MA.S., YJ, and E.S. focus group interview).

And I also believe that there is a direct relationship with your attitude and identity as a teacher and how you approach these activities. To me is all about how to maintain students engaged and how I don’t fall into boredom. *“In that precise moment I thought about doing some Brain Storming to start off Unit 8. I didn’t want to read the headings and subheadings from the book. I thought it would be boring.”*(extract from A.A. journal, April 29<sup>th</sup>/2013). On another session I wrote: *“And I did it as actively as I could think of for them. I tried to make the boring into something fun.”* (extract from

A.A. journal, May 29<sup>th</sup>/2013). To this notion a student wrote: *“I like the dynamics with which she approaches the activities. With this she captures our attention and learning becomes more meaningful and pleasant.”* (extract from E.S. journal). I think it is very useful to have a positive outlook towards every class session. Even students can perceive your mood and in doing so this influences their own frame of mind. Related to this a student wrote: *“With teacher A, I enjoy all the activities. She has a very positive vibe.”* (extract from G.M. journal). In another journal I found something that has a connection: *“I liked that she taught with examples from everyday life and in a very fun way.”* Additionally another student expressed: *“I was feeling very tired. But in some way she helped me cheer up and I could concentrate more in class.”* (extract from R.G. journal). In few words from your attitude will derive how you present the content, what activities to do and how to do them and depending on this your students will engage.

**3. Classroom environment.-** The two components mentioned above: teachers attitude and how activities are presented are part of a greater one that I noticed while doing observation that has a direct connection with my teaching style and my students' signs of learning. It is all about how much it means to me to foster a positive classroom environment. Besides having a positive attitude and presenting activities dynamically results showed that my informal structure basically has to do with giving most of all oral instructions, having whole class explanations and making sure students got the basic notion of the tasks they had to do and their participation was key at the moment of doing the activity or giving answers. I also chose to introduce content both in a traditional grammar based format and with non-traditional “ice-breakers”.

I also believe that my way of treating errors builds up on a balanced classroom atmosphere. During most of the sessions I did not correct students immediately; I allowed them to finish their ideas and then came close and explained how a specific activity, sentence, or conversation could be better elaborated. I tried to avoid having the negative side-effect of making permanent oral corrections thus creating a classroom climate where students are reluctant to share ideas and answers out of a fear of being wrong. To explain this I wrote in one of my journal entries: *“I think that speaking generates this feeling or sensation of being exposed. So I don’t pressure them. I go with them, make them aware of things done correctly or incorrectly with comments, jokes, and facial gestures. I think these things I do relax them and allow them to feel a bit more secure. In doing so, they can come and not worry about making mistakes or feeling bad because of mispronunciation. I just want them to try so they would want to do it again.”* (extract from A.A. journal, May 6<sup>th</sup>/2013).

I think that error treatment has to do more with allowing students to make them just because it is part of the natural process of learning. A student wrote on one of his entries: *“Her good sense of humor helps and I also like the way she actually calls our attention.” “She always manages to makes us smile. This makes her classes interesting.”* (extract from K.F. journal). Giving my students time to make mistakes and not emphasizing on them promotes another type of atmosphere. Class becomes a place where they face their fears and start working towards their goals.

In regards to a positive classroom environment and after looking at all the data gathered there were two salient elements within the classroom observation. One had to do with the notion of “positive reinforcement.” The code for positive reinforcement appeared 157 times during the observed class sessions. To me this is an indicator that

praising students is important for strengthening motivation, self-confidence and anxiety.

I thought about it during the process: *“I praised them a lot for their effort and for coming forward and doing their presentations. I think that this in some way can improve their self-esteem and promote learning.”* (extract from A.A. journal, May 6<sup>th</sup>/2013).

I go back once again to the magnitude of considering affective factors when teaching and knowing that emotions play a central role in language learning. De Andres (2002) mentioned that:

“Becoming bilingual is a way of life. Your whole person is affected as you struggle to reach beyond the confines of your first language and into a new language, a new culture, a new way of thinking, feeling, and acting. Total commitment, total involvement, a total physical, intellectual, and emotional response is necessary to successfully send and receive messages in a second language.” (as cited in Brown, 1994, p. 1)

I could say then that learning a foreign language is a complex, intricate but most of all an emotional process and in being so there is a need to give time to explore this facet within ourselves and with our students. Hauck and Heard (2005) state that “Learning a language is said to implicate self-concept in a way that does not occur in other disciplines, and to entail a particular kind of anxiety related only to language situations.” (as cited in Gardner & Mac Intyre, 1993; Horwitz, Horwitz & Cope, 1986, 1991).

It is a good starting point to just accept that emotions undoubtedly affect the way our students learn and it is more important that as teachers we understand how difficult and complex it is to be in our language learners’ position. They encounter so many

changes during the process that assuring their well being in some way gives them a chance to undertake the great job of learning another language in a positive state of mind.

To conclude with the feature of fostering a positive classroom climate the other element that had a connection to it was the notion of “giving feedback”. This code appeared 121 times. During the sessions there was an emphasis on whole-class instruction and therefore a whole-class feedback stage was necessary. They also participated as a whole class during the different instructional stages and came to the board to create a group checking system. Feedback was given orally and written depending on the activity undertaken by students. It was also given while students did group work and pair work. Here is an example from a journal entry: *“I kept on moving from one group to another listening to what they had to say and analyzing in some way how they negotiated the construction of an answer. Each group had like a strategy. And then there was a group leader who talked about the answers they came up with. I was always around to give them a hand.”* (extract from A.A. journal, May 22<sup>nd</sup>/2013). I also provided some more while they did their oral presentations. I wrote in one of my entries: *“I also hate to give grades so I don’t focus too much on the result in class, I like to see the answers, doubts and construction of elements that can be assessed and maybe leave the grades for the projects as an end product.”* (extract from A.A. journal, April 29<sup>th</sup>/2013). Another day I expressed: *“I watched, guided, had the class participate and made corrections.”* (extract from A.A. journal, May 6<sup>th</sup>/2013).

This is who I am as a teacher or at least is part of my identity when teaching. My features are here to stay with me until they work and will be transformed or changed into something else when needed. They are what they are because I found they are



connected with my students' emotions, affection, and mood and directly influence their performance and of course their performance directly influences my way of teaching.

## **5. CHAPTER 5: CONCLUSIONS**

This research project contributed to characterize my emergent teaching features and how they seem to influence my students' language learning.

I found that the most notable aspects of the data analysis emphasized on the following: I had 3 salient features in regards to my teaching: I have a proactive side, I consider affective factors when teaching and that I am informal and somewhat dialogical. In terms of my students' signs of learning there were 3 other notable elements: They learned from the teacher's instruction, co-construction allowed them to learn, and learning had to do with performance. And as for the connection there is between my teaching and their learning there were 3 additional aspects: teacher's attitude, presentation of activities and classroom environment.

The first thing to say is that undoubtedly I am a true advocate of a low affective filter learning atmosphere. Affection is the key element in my role as a teacher. I truly believe that with this language learning is promoted because without it, students will be more inclined to shut off input.

Additionally my classroom practice directly addresses the establishment of a relaxing learning environment that starts with my attitude, based on characteristics that have an impression on my students and can be a key influence for them to either like or dislike the subject matter. Secondly, I treat the human element as my key philosophical factor. It is from there that I believe that many other things can be accomplished by my students.

Everything that I do in class has a total connection with my attitude or my teaching-learning outlook. I present activities, use audio visual aids and include group work because I like it. And I think constantly about how I would have liked to be taught what I am teaching. I have this idea that if I feel good my students will feel comfortable as well. In doing so I think there can be an increase in learning opportunities.

It is also clear from analyzing the data that I want to keep on doing many of the things I do because I believe I create a valuable connection with my students. But on the other hand I also want to change some things. For example I need to enrich my pedagogical and theoretical background regarding TEFL so I can enrich my teaching in an attempt to promote learning. I want to learn more about testing, evaluation and assessment so I can be fair to students' accomplishments. I want to be more organized in relation to lesson planning and I want to be able to look at the whole picture while designing a course.

This is the beginning of an exploratory stage in my career; an exploration that was born from lack of training and which resulted in my informal mode of teaching. It is very healthy to do this type of exploration through a process of reflection and then act on the knowledge gained from that reflection. It is of vital importance for teachers to accept that they need to look at themselves first to be able to look at others. It is not about being "good" or "bad" it is about taking time to develop and have opportunities to raise new questions and have a permanent stimulus for ideas.

As a final note I would like to say that teachers need to know their students from day one and make them feel important, show them that teachers care and most of all have fun while teaching.

## 5.1 Limitations of the study

I did research on myself. One teacher in one class due to the fact that all the other things I wanted to do became a limitation per se. My co-workers were all in class at the same time I was. When I asked them if I could observe their classes there were no positive answers. On the other hand I was not able to go to other schools or universities because of transportation, scheduling and technological issues.

As I mentioned before, this meant research on 1 teacher in 1 classroom. It is all about one perspective. This is why doing an auto-ethnography also has its limitations. On one hand there are issues on considering the validity of this form of investigation due to the fact that the main component is participant observation and the researcher-observer is the main participant. That is why this type of research can pose questions about external validity.

Another issue that could be considered a limitation is the idea of “self-reflection”. There is a need to have instruments as journals and audio or video recordings to be able to show systematically how and why that reflection came about and how it becomes an important matter for analysis. As explained by McIlveen (2008):

“The most significant limitation pertains to its epistemological status (again referring to Ponterotto (2005)), with respect to the relationship between the “the knower” (i.e., the participant) and the “would-be knower” (i.e., the researcher). Narrative knowing (Bruner, 1986) is in itself not an issue (cf. Bochner, 2001), however there are limits to self-knowledge (Wilson & Dunn, 2004) and self-report narratives (Polkinghorne, 2005)” (p.5)

As mentioned above the “one perspective” does not allow for a broader, multiple view of experiences but it is indeed the story or tale of one case, of one study. I think its

validity relies on how the story is told and from there it can become meaningful and stimulating for the researcher and the reader.

Another limitation was time. There was only one short segment of time during the semester, about 4 weeks to apply the data collection instruments. I needed one or two video recording devices (camera, tablet), a tripod and a micro SD memory to be able to implement observation. It took time to have them available and it happened one month before the semester was over.

Because of the ELT framework and the idea of finding out more about teaching features and students' influence on learning, because of the human, social and educational factor and its exploratory nature qualitative research methods were selected over others.

## **5.2 Impact of the study**

By doing this research I found answers to how and why I do the things I do in class with my students. I found or could define my teaching features which influence my practice and thus my students learning process. I also found what was missing, what things I do not do or include and how it affects my teaching. This helped me think about how to modify and rearrange my choices. I learned from all the new concepts I came across during the term of this research and evolved with them and made them part of my discourse. I learned more from my students and understood that the way I teach does not have to correspond with the way they learn. I also got to know how and why they learn or not during my classes and if there are things that actually make a difference.

This study helped me learn more about myself, learn more about the language learning field in general and its new tendencies. It made me more critical while I

discovered the new and I integrated it with the old and I became more aware of the teaching-learning phenomenon.

I am an advocate of observing, analyzing and reflecting upon our teaching identity and what is going on in class. With this research I attempt to tell my fellow language teachers that our identity, the context, the methodology, the ecology of the classroom, and the type of students we have are elements that need to be taken into account and as our environment changes from class to class, we as teachers should be in constant change for our professional development. I can say that there is no “right way” or a “best way” to teach but that it is necessary to look at how our students learn and from there adopt “our own way” to teach. This profession is all about self-discovery and evolution.

To conclude I have to insist that I need more training, I need more pedagogical background, I need more theory to grow professionally and with this I can build on a method that is made up of the best ideas that theorists and teachers in the EFL setting have. I also know that I need to keep observing my context, its reality, my students’ environment, and listen to what they have to say because in doing so I can develop my abilities to teach. Teaching demands time, devotion and it is a life long compromise because of the immense impact you can produce. We deal with students every day and most of all we want our students to succeed. I will constantly work on my development through exploration so I can see my teaching more clearly. I would also like to observe my colleagues, talk more about what it means to teach an L2, learn from all these experiences and go about doing new research on the basics of teaching EFL where I live and work, the Caribbean coast of Colombia.

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## 7. Appendices

### 7.1 Annex 1: Code Frequency

CODES-PRIMARY-DOCUMENTS-TABLE (CELL=Q-FREQ)  
 Report created by Super - 11/03/14 09:07:29 a.m.  
 \*HV: [C:\Users\USUARIO\Desktop\UNINORTE-14\2013\ART-RESEARCH\Tranel.hpr6] "

Code-Filter: All [49]  
 PD-Filter: All [5]  
 Quotation-Filter: All [1413]

CODES	PRIMARY DOCS					Totals
	1	2	3	4	5	
Class question	9	14	3	6	10	42
Classroom Awareness	0	14	6	6	8	42
Cultural Context Awa	5	0	3	1	3	12
Eliciting	37	34	41	45	38	195
Feedback	19	23	29	24	26	121
General class commen	0	3	9	5	9	26
Giving info	21	17	4	12	1	55
Giving instructions	30	30	19	18	32	129
Group Leader answers	0	0	0	1	1	2
Group members lookin	0	0	0	1	1	2
Group scaffolding	0	0	0	2	1	3
Introducing topic	0	0	0	0	1	1
Joking	7	8	3	6	8	32
Making sure there ar	9	2	7	3	1	22
Modeling Activity	11	0	2	0	1	14
Motivating	7	11	2	2	0	22
No SS response	1	3	0	0	0	4
Opportunity for othe	0	0	0	0	5	5
Positive reinforcement	21	48	27	28	33	157
Pronunciation error	0	3	1	1	1	6
Putting English in c	0	0	1	1	2	4
Reaffirmation	25	18	39	28	27	137
Showing strategies	2	0	3	5	0	10
SS Affirmative Respon	2	2	2	2	3	11
SS Repeat Pronunciat	0	0	1	0	0	1
SS Silent Affirmativ	10	0	3	3	2	18
Student asking for v	0	0	0	0	2	2
Student explains	0	0	0	0	2	2
Student uses L2 in a	0	0	0	0	1	1
Student using L1	6	6	13	2	24	51
Student's attempt to	0	0	0	0	1	1
Student's correct re	42	26	42	31	32	173
Student's doubt	5	7	5	15	4	36
Student's incorrect	0	0	0	0	1	1
Student's Interventi	0	7	12	23	12	54
Student's Oral Activi	11	30	11	23	18	93
Student's reaffirmati	0	0	0	0	2	2
Teacher asking for p	1	0	0	0	0	1
Teacher asking for S	0	0	0	0	2	2
Teacher Assisting SS	0	0	0	0	1	1
Teacher code switchi	25	25	28	9	21	108
Teacher considering	0	0	0	0	1	1
Teacher giving thank	0	0	0	0	4	4
Teacher Spelling in	0	0	0	0	1	1
Teacher Using body l	16	14	4	1	2	37
Teacher using sounds	0	0	0	0	1	1
Teacher's doubt	10	0	6	5	2	23
Teacher's response	3	0	2	6	3	14
Topic Intro	2	0	0	0	0	2

## 7.2 Annex 2: Class Observation Transcripts

### Transcription 1

#### Level 2 English for Undergraduates

#### Universidad de Sucre

#### Session 1: Monday April 29th /2013

#### Time: 6-8 p.m.

T: When I was young..... (writing on the board)

Or....this one....(writing on the board). No se asusten por esto guys. Escogen el que mas les guste. I am going to explain... There are two things you can do with the project. You can bring a power point presentation to talk about when you were a little girl, a little boy (moving hand to show the size of a young boy or girl). For example: When I was five (moving her legs and arms in a funny way-a clowny way) I went to Coveñas with all my family and we had a great time (moving from right to left). Do you understand?

SS: (Nod)

T: Teacher Andrea solo utilizó el “Past” y habló de una situación imaginaria. Ustedes pueden traerme five slides. Una cuando tenían three, una cuando tenían five, una cuando tenían seven, una cuando tenían nine y una cuando tenían twelve. Do you understand?

SS: (Nod and make noises)

T: Si tienen pictures “BOOM” pongan el picture y comiencen....When I was four.... y empiezan a decir algo. Simple things (she moves her hands like pushing forward). O.k.? No se pongan a elaborar demasiado al menos que esten cien por ciento seguros. Ahora guys un slide presentation should never, ever, ever, ever para su información porque me acabé de enterar “thank you profesor” nunca debe pasar de seis líneas de texto. Six lines.... Puede haber pictures, puede haber charts, puede haber concept maps pero jamás debe contener mas de six lines de text, six lines. Porque no se trata de venir a hacer la presentation “bla, bla, bla” ahora ustedes están en el proceso de aprender English y deben apoyarse en lo que tienen. Remember simple.

Recuerden lo que yo dije: “When I was five (writing on the board) I went to Coveñas with my family. Si quiero le pongo otra idea. “I ate (making funny faces) (waiting for an idea) fried fish and almost drowned.” Sean creativos, piensen en esos momentos bacanos de su niñez si van a escoger este project (showing the project’s name with her finger). When I was nine, when I was eleven, when I was fourteen, even hasta pueden incluir last year.

A teacher Andrea le encantan las pictures. Si son “original” mucho, mucho mejor. Si no las sacan de facebook, scan them (chum, chum, chum)(making scanner noises) y si no sean recursivos pongan una picture bien bacana que pegue con lo que este written o lo que vayan a decir. Que este en Past. Do you understand? Yes or No?

SS: Yeeeeeeessss!

T: Tienen una cara de aburridos hoy Monday.... Esa es la primera option. Tienen una segunda option. Diran ustedes. Nombre teacher que jartera ahora.... Miren lo importante.... In my field!! ¿Qué quiere decir In my field?

SS: (Total silence) Teacher looks at them waiting.....

S1: Campo

T: Eso...su campo en el que están. Si es biology, si es engineering, si es administration, si es electronics, si es math y no se.... Se me olvidaron..... Que falta Dani?

S2: Agro....

T: Yes Agro.... Que mas???

S3: Administration

T: Nooooo. I already said Business Administration.... Ehhh.... O.K. so you go on Google. Se meten en Google y buscan una Famous Invention or something interesting in your field. Recuerden recuerden recuerden que tienen que escribir todo en el.....(waiting for answers).

SS: Past

T: Yes, past. Si soy de Electronics puedo pensar for example... a mi me interesa saber cuando salió el first cellphone de verdad verdad. Buscan la picture del animalejo monstruoso y cuentan la historia. Inclusive pueden hablar de su evolution. Igual eso va a estar en past. For example.... In 1990 the cellphone was created by the company..... no se que.... Do you understand?

SS: (Nod)

T: (Looks at SS) Good!! Traigan vainas bacanas. No vayan a traer cosas aburridas. Do you understand?

SS: (Nod)

T: Good! Que lo disfruten y nos sirva a todos para aprender. Los mathematicians piensen en....

S4: Alguna formula

T: Yes, cool pero que la podamos entender..... (Making faces) Los que se van por When I was Young hacen los slides para When I was Young.... Los que se van por el Invention only the invention presentation. Do you understand?

S2: Cuantas son las pictures?

T: Las que tu quieras. Pero mínimo tienen que ir two ideas. (Writing on the board). Pones un collage the potos pero two ideas. Do you understand?

SS: (Nod)

T: Are you sure? Esto para cuando es? Next..... Monday (writing on the board). Monday, May....

SS: Sixth!!!

T: Sixth? Ready? Guys do you really understand the project?

SS: (Nod and talk)

T: Ya veran we will go to the wonderful world of the Past. Y su cerebro comenzará a hacer clic! Ahora si guys. Take out a piece of paper. Let's do our first activity. There is too much Shiii, Shiii, Shiii mucho ruido, se vuelven fastidiosos... (Looking for her materials). Good! You are going to think for two minutes, two minutes. Can I erase the project?

SS: (Nod)

T: (Writes title on the board- BRAINSTORMING) What is brainstorming? (Makes noises with her lips while she walks to the back of the room).

S5: Lluvia de ideas!

T: Excellent! How do you know?

S5: Me vino a la mente. Lo había escuchado.

T: Good! Alguien me puede decir en inglés de donde viene esa palabra?

S4: Vienen del latin (Everyone laughs. Teacher smiles)

T: You have the word Brain (writing an arrow under the word) and the word Storm (writing an arrow under that word). What is brain? Brain is the.....(she touches the top and the sides of her head) Cerebro. And storm?

S6: Tormenta!

T: (Nods) Good! In Spanish like you said..... It's Lluvia de.....? ideas. In a storm there is lluvia but in English the word is stronger like saying: Una tormenta en el cerebro. Eso es lo que queremos....porque esta vaina sirve para generar "ideas" (in English).

Escuchenme guys!!! Estan siendo irrespetuosos. Faltan cinco semanas, come on....

(moving from one side to another at the front of the room) Cuando piensan en brainstorming guys, lo unico en lo que deben pensar es lo primero que se les venga a la cabeza. No tengo que organizar (making funny body movements), no tengo que analizar. Vamos a hacer brainstorming....The first word, the first word. Think and tell me in English. Of course think for at least 30 seconds and tell me. Si yo digo Vacation (writing it on the board) y si digo Travel plans ustedes me van a dar una serie de "ideas" (in English) que tienen que ver con Vacation and Travelling. The first thing that pops in your brain (BOOM). Comenzamos....Excellent. This section goes first and then this section (Showing the right side first then the left side). Please think in English. O.k. This section (pointing to the right side).

SS: Beach (Writes it on the board)

T: What else?

S6: Sun

T: Sun....yes. The first thing.....don't analyze it. This section (moving hands around at the same section). Poor???

S7: Pool!!!

T: Oh Pool! Yes Pool or Swimming Pool. Yes....this section..... Two more, two more words... Gas??

S8: Glass!

T: Glasses??

SS: (Mumble some words)

T: Ah....sunglasses. That's vacation..... What about travel plans?

S9: Cartagena

T: (Goes to the board and writes it down). Now, this section (the left side one) Any ideas? (Moving hands around).

S10: European tour!

T: European tour! Mmmm. OK. (Goes to the board and writes it). Coveñas....(writes it on the board) What else?

S2: Swimsuit!!

T: Swimsuit, yes.... What else? She goes to the board and writes (Cartagena and swimsuit).

S10: Iceland (with that pronunciation).

T: Ice....ah.... but you are saying Iceland. That is the country. If you are saying Island that is the little piece of land surrounded by water. Island.....(she goes to the board).....very good. Any more ideas? Any more brainstorming?

S11: Ocean!!

T: The Ocean! (Writes it on the board). What else? One more.....

S11: Sea

T: Yes.... The sea or the ocean (writes it on the board).

S12: Museum!

T: Museum (Writes it on the board). What else?

S13: Hamaca.....como se dice?

T: Hamaca in English? Hammock! (She writes Paris, London also). Ok. Guys if you look at the words. What characteristics do the words have? What is the meaning of characteristic? Look at the words. Es algo que las define. Por ejemplo somos caribeños, costeños y hay varias que hacen parte de nuestro context. Que ven?

SS: (Giggles and laughs)

T: Donde comenzaron. Beach, sun, pool, sunglasses, Cartagena, sea, ocen, Tolu, Coveñas. What is the characteristic?

S10: Caribbean!!!

T: Caribbean! Porque nosotros somos Caribbean, Caribe! Aunque nos digan vacation y no se que carajada de Vacation Plans nosotros tenemos nuestro Caribe muy aquí (putting her fingers on her head). Ese es nuestro contexto! De pronto dicen Hmmm..... teacher look..... The European Tour y se soltaron y comenzaron: Paris, London, museum y ya se fueron para Europe! Miren como pensamos muy de lo nuestro... Miren acá hasta incluyeron Hammock. Ajá uno cuando se va de paseo lo



primero que dice es: Ajá..... y la hamaca? Todos lo hacemos. Llegamos a un farm y de una, aja voy a colgar una hamaca aquí! (Making faces). Now... trajeron el Unit 8???

SS: Yessss!

T: Take out your copies then..... Let's read this, this and this (showing the pages). Trabajamos un ratito individually, then in groups. O.k. everybody page 88. Good! Hey estan fregados no mencionaron nada de comida, que no comen on vacation? No food, puro mar, pura playa not even beer! (Making faces).

SS: (All talk at the same time)

T: Les estoy debiendo Tongue Twister y Famous Quote. Se los traigo next class. Bueno va....Look at the Travel Ads (showing the book to the whole class). Se acuerdan cuando presentaron el Icfes? Bueno y ahora viene el Saber Pro baby.... Les ponían como unos little things. Estos se llaman Ads. Un ad es un anuncio. Se ve sobre todo en los newspapers. En este caso particular son Travel Ads. You can go to a Caribbean Cruise, you can go to Italy, you can go to Walt Disney World Resort and you can go to a Wild Life Safari. Si les dicen Disney and Africa, quien se va para Africa?

SS: (No one raises their hand)

T: Quien se va para Italy?

SS: (Four raise their hand)

T: When I say it, listen and raise your hand! Africa!

SS: (Two raise their hand)

T: One and two. Italy!

SS: (Three raise their hand)

T: One, two, three. Walt Disney! One, two, three, four. The Caribbean.....cruise? Victor! You are making faces..... No Africa, No Italy, No Disney, No Caribbean Cruise..... Victor..... Where would you like to go?

S14: Hmmmm???

T: You don't know???

SS: (Mumble)

T: His house??? (Looking at two students up front) Where??? Think. Chochó??? (Making a funny face). O.k. so let's go to Chochó!!! (Moving her hand like in a "Go").

SS: (Laugh loudly).

T: It is a good option but you will have the opportunity to travel.... O.k. so look at the Ads again and tell me which one deals with nature and wild life? Where do you have to go to see Nature and Wildlife? To what country?

S15: Africa!

T: (Nodding) The Safari in Africa! Good! Where can you do family activities?

S16: Disney!

T: Walt Disney World Resort! Wow.... What about History and Culture?

S17: Italy!!

T: (Nodding) Italy! Yes because it says you will enjoy every minute you spend in Rome and Venice.... What is Rome?

S10: The capital....

T: Very good Italy's capital.... And Venice?

S2: Venecia!

T: Good! You have seen them on Travel and Living, Discovery Channel and many many movies.

S6: Nat Geo!

T: Yeah! Good.... Nat Geo! And now...where can you do physical activities?

S16: Africa!

T: Maybe in Africa..... but..... in the Caribbean Cruise you can do many many physical activities. It says: Scuba Diving, Snorkling and Playing with the Dolphins. It's all physical activities. You can go to MGM or Magic Kingdom if you like Theme Parks. What is a Theme Park?

S9: Parque de atracciones?

T: Good...very good! You have MGM, you have Magic Kingdom....(Writing it on the board)

S11: Caro!!!

T: It is very expensive. But the fee is sometimes 90 to 95 dollars. But it's the whoooooole day! You can go in at 8 in the morning and you can leave at 12. At 12 at night. So

MGM, Magic Kingdom, Animal Kingdom, you have.....Mmmmm.....Ecopt Center. There are many, many more. Ahora acaban de salir three or four more. Y sacan y sacan más parks. Por ahí por la misma area, in Orlando. No solo en Orlando también en California pero ese es Disney Land. Theme park puede entonces ser cualquier parque temático. Tienen que tener legs and patience for the long lines. It's terrible. Now in your opinion. Which vacation is the best?

S10: Italy!

S4: Disney!

T: Yes, they are all good vacations but maybe in the Caribbean Cruise you can relax (closes her eyes, puts her hands behind her head) and at the same time you can do many activities. Good...Necesito un Greg y necesito una Barbara..... en el page 89. So who wants to be Greg and Barbara? Who helps me with Greg? Help me! Help me! (Moves around the room). Zarza! You don't have your copies.... Jason! You are going to be Greg....and my dear.....necesito una girl y no traen las copies! Pues le va a tocar a ella.... a tu lado. Listen carefully..... One, two, three...

S7: Hi Barbara....When did you get back?

T: Aja.... y entonces..... dale.... Y eso que importa..... quien te va a decir algo?? Vamos... suéltese...

S18: Greg! Just yesterday.

S7: So tell me about your trip.

S18: It was incre....dible (Teacher nods). I had a really great time.

T: Ajá.... A really great time! Excellent!

S7: Good weather?

S18: Not perfect.... But..... Gene.....rally O.K.

T: O.K.....

S7: I bet the food was great.

S18: Amazing!

T: Amazing! Good! Vamos a ver palabras bacanas para decir que algo es chevere aparte de amazing (Moving towards the board).

S10: Fabulous

T: Eso, eso..... Fabulous (Writing on the board)

S11: Cool

S9: Incredible

T: Good, great, amazing, wonderful. Have you heard the word Awesome, Awesome! Maybe there are more.... Think.... Let's think....

S2: Excellent!

T: Excellent! Good! The what??

S10: Cheater!

T: Cheater??? (Making funny faces)

S8: Beautiful

T: Beautiful.....yes....nice..... it is positive.

S4: Like Miami.....

T: What else?

S8: Brilliant!

T: Hmmm..... Brilliant (Writing on the board). Yes....Eso lo dicen mucho los ingleses. Como un teacher que tuve....me hiciste acordar de él. Brilliant! Brilliant! Eso es de los ingleses. Los Norteamericanos pocón, pocón. O.k. guys. Ahí tienen una mini conversation. One of you acaba de venir de un trip y el otro esta asking questions. Utilicen el Past porque están contando el experience. Y tienen que hacerlo en six lines. Se que hay poquitas copies, pero pónganlas a rotar, O.K.?? You should get in pairs.... Pair, pair, pair (showing the pairs with her finger). No se me queden solos. It's 7:10. Read the conversation again. Ok then.... I gave you many many words (She goes to the board next to the words) to talk about something positive....ahora.....tambien podemos buscarle el opposite! Algo que fue "terrible". No todo trip es bacano (putting her finger up). So Rada help me with my dear Yineth reading the conversation but loud and everybody listen.

SS: (Read the conversation again)

T: Mas o menos dice: How was your trip? How WAS your trip? And she says: Good, incredible, perfect.... Y comienza a preguntarle después de How was your trip? Where did you go? What did you do?

S3: When did you get back?

T: When did you get back? (Writes it on the board) Escribo las questions y ustedes le ponen aqui las answers (writing the example). The second question Rada.....or the affirmation.....

S3: Tell me about your trip.

T: Tell me about your trip (writing it on the board). And you say something.....And then???

S3: Good weather?

T: Good weather? (Writing it on the board) What is good weather?.....No..... It has to do with the climate.... Sunny, rainy..... The weather and you answer (scribbling on the board). What else Mr. Rada?

S3: I bet the food was great.

T: I bet the food was great. And you answer (Scribbling on the board). You can say: Cool, great, fabulous, amazing, wonderful... or terrible, I hated it, it was a disaster..... Esas son las claves de esa specific conversation. A mi me interesa que se ubiquen en uno de los cuatro escenarios que vimos antes. You choose one and create your own conversation. Y después seguimos con más del task. Pueden revisar todo lo que tienen ahí.

SS: (Work in pairs)

(END OF VIDEO RECORDING)

## **Transcription 2**

**Level 2 English for Undergraduates**

**Universidad de Sucre**

**Session 2: Monday May 6th/2013**

**Time: 6-8 p.m.**

T: Now guys.... Everything for next Wednesday. Trabájenle que tienen time. Listo no se desanimen...Good! Todo on Wednesday. Esto y esto..... dos cosas. Tienen que traer las copias hechaass, resueltasssss.

SS: Para el miércoles????

T: Todo para el proooooooooximo miércoles (moving her arm). La siguiente clase no venimos. No se preocupen traten de.....hey oigan.....

SS: Shhhhhhhh!!!

T: Una recommendation. Estan muy habloneeees. No se van a meter en Google y van a copiar todos el uno y el dos. Me entienden? Metanse a una pagina bacana que tenga 1.500 tongue twisters y comiencen desde abajo. No les quita ni un minuto, scrolling down y POOM! Cogen el numero 500 el número 1000. Si porque entonces todo el mundo el numero one.... Para salir de eso...No! (Moving her hands). Hagan las cosas bien....Good!

S1: Hagalo por lista....

T: Listo... quien quiere salir guys???....Vamos que estamos atrasados otra vez. Entonces el magic pencil.... The magic pencil baby! Hey eso está conectado guys? Por que sale el “X” ahí??

S2: Cual “X” teacher?

T: Es que eso está como dañado. Ready.... Sale el magic pencil! (Closing her eyes and pointing towards the classroom attendance) Salió..... Ja, ja, ja (Laughing) Gerardito!!! Nosotros te ayudamos con todo, relax baby! Cuando ha sido teacher Andrea mala gente con ustedes? Never!!! Dale Gera... tu relajado (Gerardo walks towards the computer and prepares his presentation).

SS: Talking (whispering) While Gerardo looks for his presentation.

Gerardo: Hey teacher acaso es culpa mia?

T: Hey yo siempre reviso antes de exponer. Siempre hay que revisar que haya quedado bien grabado. (She looks in her folder for missing grades and mumbles) Pasa, pasa para ver..... Oye mira al otro dandole a la mesa.....(She smiles towards “drummer” student) Thank you my darling! Ese es el funny commercial?

SS: Ese, eseee

T: We are going to give him the chance because last time he wasn’t here. O.k. Good! Ready!

(SS and teacher look at the funny commercial) (Everybody laughs)

T: Oh my God! It is a very good commercial. So what is the product?

Gerardo: Taco Bell

T: What is Taco Bell?

G: (No answer)

T: What do you eat at Taco Bell?

SS: Tacos!

T: (Noding) Tacos.... Yes it is a fast food restaurant in the United States. It is Mexican Fast Food. Like McDonald's, like Burger King but.... It is Mexican Food. Who are the main characters?

G: The old men. Grandmother, grandfather.

T: Yes.... Old people. Very good, excellent! Gera why is the commercial funny?

G: By....by.... the behavior of the grandparents.

T: (Nodding) The behavior of the grandparents.....o.k..... Good! Very nice!!! Usó la palabra behavior. Para los hablantes de allá de la zona X que será behavior? Mr. Rada que será behavior? What were the grandparents doing?

SS: Actuando como jóvenes.

T: Eso como jóvenes. Entonces el behavior era diferente a su age, right? Like young people. Nice! I liked it! Good! This got broken.... Oh my..... the magic pencil broke! (She takes out a sharpener, and sharpens her pencil) Wait guys.... Wait! O.k. Magic pencil, magic pencil....Rafa Herrera! Rafa has the the Presentation and also the Commercial. Both of them, Rafa? Ninguna se va a perder!

S3: Como mas se dice Viejo?

T: Old men, old women, elderly..... Bueno dale con tu power point presentation, la del past. Wow!!! (Looking at the presentation) very nice! O.k. guys listen, pay attention. This is an invention... This is important for Rafa.

R: The Phone.... Invention of Electronics. In 1876 inventor Alexander Graham Bell built the first telephone capable (with Spanish pronunciation).

T: Capable (English pronunciation).

T: Excellent!

R: Is a telecommunication device. Designed to transmit messages.

T: (She stands up and faces the class). In this idea can you identify the past?

SS: Designed.

T: Yes... o.k. so he is using the past and his presentation is on the right track.... Can we find a verb in the simple past in that idea? It is not correctly written.... Tiene como un pequeño error de.... de estructura (moving hands from left to right) Esta ahí....

R: The phone was modified to allow improvements.

T: Quiere decir que There were improvements and those improvements gave ideas for the new phones..... Thank you Rafa....Nice....Now the commercial please..... O.K. Nice.... Not bad.....Ready guys.... The commercial... Open it, open it....

(Everyone pays attention to the commercial) (Laughs)

T: Hey.... Now you got it! It is very funny! O.k. so what is the product?

R: The hamburger

T: Hamburgers.....What brand?? What is a brand??

S4: Burger King!

T: Excellent....Burger King!!! Who are the characters?

R: A woman.

T: A very (moves hands in the shape of a body in the air) Aja..... Kevin is right..... It is very different to say a woman or an old woman but this is a very..... sexy..... woman.

R: A man.

T: Yes... and there is another man, a younger man. Why is the commercial funny?

R: (He moves back and forth but doesn't say anything).

T: How can Rafa say the commercial is funny? Ajá Piña (nodding) Ajá, Ajá...Piña say, say, say something...(moving hands, like calling him) What are they relating the BIG CHICKEN..... to? (She stands up and makes faces). The BIG CHICKEN..... Recuerdan lo que hace el hombre? Entonces el está comparando the BIG CHICKEN con qué??? Digan!!! With a.....

S5: Pene!

T: So how do you say Pene in English?

R: Penis!

T: Ayale.... Eso si lo sabe..... Rafael!

SS: (Laugh loudly)

T: Good, good Rafael..... Eso si..... Atrevido! (Making funny faces). No y es verdad comparan el pan y el chicken con el penis. Ademas la otra sale moving in a sexy way. Y



el otro pobre pelao cuando ve el tamaño de su sándwich es como diciendo: Oh, oh!!!  
Yes.....

S5: It is sensual.....

T: Yes... it is sensual and sexual.... Si verdad.... That's the truth.... Good... Thank you! Now the magic pencil (closes eyes and points to the attendance chart). My dear..... Lilian..... Mmmm Lilian está super. We leave the song for later.... Come..... Nosotros te ayudamos. Ni que yo los maltratara.....Uhhhh..... quisiera yo que vieran las notas estas. Si se puede.... Vente, vente you are doing very well.

SS: (Making noises and mumbling) (Waiting for Lili to prepare her presentation)

T: (Making funny faces) Hey guys... on Wednesday but next Wednesday dentro de 10 days hay unas conversaciones por ahí pendientes. Me las traen a clase, please! Unas que terminamos de construir que la mayoría pasó pero que faltaron unos, me las traen please.... O.k. dale. (Looking at the presentation) Nice..... Well done..... O.k. listen guys.... Oh... she is cute!

L: In this photo in 1993.... I had seven months.....

T: (Standing up) O.k.... wait.... What happened here (showing the word "had") She is talking of months of birth of months old. Can we have that verb there? Or do we use another verb? To say I pa, pa, pam..... so many years old..... It is not I had or she had. It is.....

S6: Was!

T: Yes.... Was. We use the verb to be. So it would be I am or I was seven months old.....

L: In 2000 I had seven years old.

T: So you don't say had but.....

L: Was.... I was seven years old.

T: Good! (Nodding).

L: I studied in Los Angeles (Name of the school).

T: Uhhhh..... Los Angeles, California!

SS: (Laughing).

L: He is my brother Juan. He was seven in this picture. It was his birthday.

T: Look, look!!

L: In this photo my brother and I were celebrating Halloween. She is my mother when she had seventeen.

T: When she.....

L: Was seventeen!

T: Excellent!

L: She was in high school.

T: Very nice! Nice, nice, nice..... Now listen, another presentation. Magic pencil calls (Closing her eyes) Mr. Piña! Ready?

P: When I was seven I had many hot wheel cars. I liked me played with those toys.

T: O.k. you have to be very careful. You can understand the idea but you have to organize it. Hay algo que no cuadra del todo. En la segunda idea puedes decir I liked playing with them.... Or I liked to play with those cars....

S7: Que pasa teacher?

T: Que no debo decir: Liked me played with those. Estoy hablando como entre cortado. Porque la idea es que entiendes lo que se dice pero no está correctamente elaborado. Podria ser: I liked playing with the hot Wheel cars. Or I liked to play with them. Do you understand? Good! Continue....

P: When I was nine liked me to see many cartoons.

T: O.k. mira arriba..... there is something that it is not correct..... Hay unos pequeños enredos.... Como: Like me see..... Eso no significa nada. Recuerden que es importante mantener por ejemplo: Subject-Verb-Complement. So When I was nine.... Ya esta.... Debo seguir.... I liked watching many cartoons, por ejemplo. En la segunda esta perfecto: My favorite were the Simpson's. Good!

P: When I was ten I got my first bike.

T: Nice, excellent!

P: When I was fourteen I got my first motorcycle.

T: Wow.... Cool! Nice! Vieron que al final todo mejoró. Entonces ojo cuando vayamos a escribir.... Dejen de estar pasando todas sus ideas por Google Translator. No se lo van a hacer bien guys.... Mr. Piña thank you very much! My dear.....(closing her eyes)

Richard! Richard pasó con todo falta lo de hoy.... Let's go... And then my dear, my dear Daniela Dager gets ready! O.k. my dear Richard are you ready?

SS: (Mumble waiting for the presentation).

T: Mr. Alonso please me le dice a Mr. Saavedra que mejor dicho.... Me tiene con una depresión for not coming to class.....

A: No ha venido a clase tampoco teacher.... No ha venido.....

T: Pero ya lleva un poco de días así..... O.k. Look the TV..... Excellent, excellent. Let's see....

RI: The T.V.

SS: (Laugh loudly)

RI: The TV is an electronic device to receive and playback electronic signals.

T: O.K.

RI: Usually consists of a screen and controls. The word comes from the Greek "tele" (far).

T: Good....

RI: The television has become a common appliance. Normal daily with wide presence in homes across the world.

T: O.k. very good. Careful with normal daily. You could just say: with wide presence.....

RI: The first TV commercial was created on January 26, 19.....

T: 1926

RI: 1926 by John Logie Baird.

T: The first TV commercial. What is a TV commercial? Remember the funny commercial?

SS: Yess..... comerciales.....

T: So the first (showing her index finger) one was created by this man... John Logie Baird. Nice.... Interesting.... Cool! Thanks! No todas tenían su componente de simple past. Había otro tipo, verdad? De estructura, pero es válido. Thank you! Now my dear

Dani! After Dani my dear Juan Camilo Torres que me debe esta vida y la otra!!! Tienes el funny comercial Juan Camilo?

JC: Yes!

T: Listo entonces el funny comercial y la presentation. When I was.... Alright look at Dani's presentation..... Oh.....That's pretty! Ya comenzó guys con los nervios..... Ya sabes.... Aprieta....lo que ya sabemos... Porque ya comienzas con el: ji, ji, ji.....  
profe.....ji, ji, ji

D: (Laughing nervously)

T: Ja, ja, jaaaa! Vamos a ayudar a sus friends. Y Gerardo mira que el partidito esta bueno.... Pero esto aca está mejor!!!!

G: No estoy ni siquiera jugando teacher!!! Estoy viendo si encuentro algo que necesito....porque no lo he podido encontrar.....

T: Esta bien, está bien. Listen!

D: My promotion when I was 16. We were a close knit???

T: Knit....yes.....

D: A close knit group of friends. Our graduation day was very emotional.

T: O. SS: Al lado, al lado.... La de ahí.....No....no.... La primera a mano derecha....

O.K....Mmmm.....where is Dani in that picture? (Standing up and moving towards the image).

SS: Al lado, al lado.... La de ahí.....No....no.... La primera a mano derecha...

T: Here??? No..... That's not Dani..... This one?? Oh....Look! This one, this one. Very pretty!

D: Here was 17 was at the zoo in Barranquilla.

T: O.k. it is not bad, but it is best to say.... Here I was 17. I was at the zoo.....

D: Mmmm.....Here I was 14 years old. I was in Civil Defense for six months. We did many social works, we learned to help others.

T: Hey class! Can you identify any verbs in the past? It's a good example!

SS: I was!

T: Good! What else?

SS: We did!

T: Yes..... And??

SS: Learned!

T: Yes so we have regular and irregular verbs. Good example. Next!

D: I was 15 years old my cousin and I played with my grandma.

T: Excellent! Very nice!

D: Here was 18 years old.....

T: Hey guys miren....porque les voy a decir una cosa..... De lo que ha pasado, excellent, porque la estructura esta ahí, pero podemos aprender de los demás también!

D: My family and I were on December at the water park in Bucaramanga.

T: Nice, very nice! Cositas chiquititas como..... A missing “I” maybe. Good structures! Good Dani, congratulations! O.k. Next..... My dear Juan Camilo. Dale!

JC: When I was three I traveled for the first time.

T: Good!

JC: When I was eight years old I learned to drive a motorcycle. When I was nine years old I got my first game.

T: Very good. Remember “first” (English pronunciation). A very good and clear example. You can also say my first video game. Two good verbs in the past....

SS: Was!

T: And??

SS: Got!

JC: When I was ten I adopted my first pet.

T: Excellent! Excellent! Very nice!

JC: When I was twelve I got my first cell.

T: He used a very simple idea.... When I was..... I got..... When I was..... I got..... Pero estuvo bien. Hubo relación entre lo que decía y sus images. Very nice! Now, muéstrame el commercial...

(Everyone looks at commercial) (Laughs)

T: Good! Nice!! So... what is the product?

JC: Pepsi...

T: Who are the characters?

JC: Men and cars.

T: Men and Trucks. Men that???? One works for Pepsi and the other one for Coca-Cola. They are competing. Why is the commercial funny?

JC: (Doesn't say anything)

T: Who wants to help?

SS: (Mumble)

T: What happens between the two? They are always competing.... Or???

SS: Fighting!

T: Yeah.... How do you say que cada uno quiere ser el mejor?

SS: The best, the best!

T: So each one wants to be the best....(Nodding) O.k. Nice! Interesting!

(END OF VIDEO RECORDING)

**Transcription 3**  
**Level 2 English for Undergraduates**  
**Universidad de Sucre**  
**Session 3: Monday May 20th/2013**  
**Time: 6-8 p.m.**

T: Ready? We are finishing Unit No. 8 and we are trying to start Unit No. 9 (A big smile). O.k. guys ahora si.... Como estuvimos cortos de tiempo en la last session we need to do two big things. One, finish Unit 8, como sea my darlings and number 2, start Unit 9 como sea.....

S1: Hoy?

T: Yes.... Por lo menos start it! Quiero que se me asocien guys, en groups como de costumbre para que trabajemos un poquito mas rápido. Mientras I am explaining, you work.... Yo puedo explicar ustedes van trabajando y ahí vamos todos, O.K.? Pero necesito un big big favor. Unos grupos de 3 or 4. I will call your names, please get

together! Si escuchan su name se van agrupando, please. Yorleidis, Daniela, Kevin, Ruben Dario, Daimer and Miguel Angel Rada se me agrupan. Edwin Saavedra, Maria Angelica Sequeda and Maria Angelica Chacon. Estos que mencioné se agrupan como dije. On this side guys..... The rest you are free to make your teams. Miren aca estan, three, three and three. Done. Ready?? Take out Unit 8, please... Vamos a ver donde quedamos. En el Unit 8 me dice Mr. Saavedra that we are on page 90. Vamonos todos al page 90. You are going to use the Past Tense of Be. Quien me da alguna idea? What is the past tense of Be?

SS: Ah... teacher..... Was-Were.

T: Excellent! Brilliant! Was-Were. The question is.... When do I use Was and when do I use Were?

SS: I va con was y she y he was.

T: Excellent.... I, He, She, It was.... What else?

SS: You and We and They con were.

T: Hmmm yes..... You, We, They were. (Showing the you pronoun on the board) This can be Singular or this can be Plural but it always goes with were. For example: You were in my house last year (showing two people) or You were in my party last night.(Showing 1 student). Que otras options tengo aca en third person?

S2: Names!

T: Names..... Maria, Pepe, Juan.... Mr. Saavedra, Mr. Daimer, Mr. Migue....O.K. that's a person. What else?

S3: Objects!

T: Objects.... Excellent! The car, the chair, the door, the camera, the marker. Good. What else?

S4: Animals!

T: Yesss.... The cat, the dog, the horse, the rabbit.... Etc.....ect..... What about ejemplos como siempre les pongo: My teacher, my mother, my aunt??

SS: Si teacher entra en third person.....

T: Yes.... (writing on the board) My brother, my sister, my boyfriend..... O.K. guys?

SS: (Copy and nod)

T: Another question. What is the difference between the verb to be and any other verb in the past?

S1: Regular.....

T: Ajá.... Dani dice..... pues a mi me parece que tiene que ver con los regular y los irregular verbs. Aunque el verb to be is catalogado como un.....

S3: Irregular

T: Yes.... Porque yo no digo "beed". Se transforma either a Was or Were, alright guys? Pero was y were es muy specific. Why is it specific?

S1: Ah....porque es fui o estuve.

T: Yes.... Excellent. Solo denota in spanish ser o estar. Do you understand?

SS: (Nod)

T: Bueno y que pasa con esta category (Showing the regular verbs).

S4: Que no se necesita was or were.....

T: Hmmm yes.... They are regular verbs. O sea que terminan en d-ed or ied. Y que los irregular cambien su forma base en la mayoría excepto....

S2: Cut, Put....

T: Good! Cut, Put, Hit..... Y si digo eat? Cual es su past?

S2: Ate...

T: If I say Swim?

S3: Swam

T: If I say see? What is the past?

S5: Saw!

T: Yes... and if I say come? Alguien que se lo sepa?

S6: Came!

T: Nice! Y ustedes diran.... Ajá teacher y cómo vamos a hacer? Well, practice and memory, memory, memory. You can find cool videos on Youtube....Even songs.... So practice and watch movies, tv shows and listen to music in English. Excellent..... Ese es un little, little review que como estamos viendo el Simple Past y hay que hacer unos



exercises..... pues hagámoslo. Me hacen el exercise in groups y dice.... Use the past tense of Be.....Complete the 4 conversations. You have 5 minutes to complete the four short conversations. In your groups, talk about it and make the decisions. Que no sea uno solo el que de las answers. Hablen entre todos. Listen to each other!

S7: Donde teacher?

T: Page.....page..... 90. Arranca en la 90 y termina en la 91.

S8: Teacher no traje las copias!

T: You don't have the copies? Bueno entonces saquen un piece of paper donde puedan resolver y yo les presto my book. Remember 5 minutes! Alguien me quiere dar examples de regulars que necesitan?

S8: Hey teacher pero si hay que utilizar solo was y were.....

T: Ahhhh yes... so nada mas put was y were. (Walking around the class). If you need help tell me!

SS: (Work in groups)

S8: Teacher que es "just"?

T: Show me....Where is it? Bueno is like saying justo ahora, ahorita, recién llego. Like in he just arrived.

SS: (Work in groups)

T: Ready?? Mr. Saavedra's group please? Conversation No. 1 what are the answers? Did you.....

S3: just get in? Yes..... I was out....

T: Good!

S3: How was your parent's trip?

T: Hmmm.... How was your..... look at your..... everytime you see the word your con how ponganle was si hay singular, como trip.

S3: It was terrible.....

T: Yes..... It va con was..... Third person.....remember? Good!

S4: Was their train on time?

T: Yeah... was their, their (de su) train on time?

S5: No, it wasn't.

T: Nice.....a negative short answer.

S6: It was very late.

T: Good,good. It was.... Good.....Now I am going to erase the board and somebody from any group is going to read the adjectives que aparecen por ahí.... Where's my eraser? Eraser! Ah... here! I lent my book so I need your help. These are adjectives, they are not verbs.... My dear Kevin and your group please give me two or three adjectives.... Los que están en bold letters, debajo del exercise. Como dice?

S7: Adjectives for traveling....

T: Adjectives for traveling (writes it on the board).

S7: For travel conditions!

T: Ah!!!! O.K. (She writes it on the board) Adjectives for travel conditions. Remember adjectives are descriptors. Ajá que dice ahí Mr. Kevin? Number 1.

S7: It was com-for-table (table like in the object)

T: Puedo poner así: It was comfortable (correct pronunciation).

SS: Comfortable! Comfortable!

T: Good! Ajá No. 2.

S7: It was ..... it was pretty scenic.

T: Ahhhh (She writes the sentence on the board). Number 3.

S7: It was pretty boring.

T: So, lo puedo poner así: It was pretty boring (Writing it on the board). O.k. Good! My dear Migue No. 4.

S8: It was pretty bumpy. It was pretty scary. It was pretty short.

T: It was.....?

S8: It was pretty short!

T: Ajá, thanks! And???

SS: Long!

T: It was pretty long???

SS: Hmmm....yes. It was pretty long!

T: Are those all the adjectives?

S7: Yes.

T: So, which are the adjectives?

S1: Pretty!

T: Ja! Que vaina buena!

SS: Que, que!!!

T: Sabia que iban a responder así! Resulta que la palabra pretty si la tengo acá alone (moves hand like grasping the word) it is pretty. It means bonito/bonita.... Yes.... It is an adjective.... But..... these are the adjectives (She moves towards the board and underlines the adjectives) para hablar de travel conditions si no que me ponen esta word no para decir bonito/bonita sino para decir.... bastante. Recuerden que el context is very important. Siempre hay words que se escriben igual pero con different meaning.

SS: (Nod) En este caso le ponen pretty delante del adjective para connotar bastante. With comfortable, scenic, boring, bumpy....

S7: Con que otra palabra podemos reemplazar el pretty?

S9: So?

T: Yes.... So scenic, so bumpy, so boring.....

S8: Otra.....

T: Another one??? Quite.... Quite comfortable, quiet bumpy, quite scenic....Hmmm puede haber otras palabras. Un synonym solo se acerca a la palabra inicial, eso es lo que son palabras parecidas pero nunca iguales. Si pensamos saldrán mas....Entendieron el uso del pretty antes del adjective?

SS: (Nod)

T: What is comfortable?

S10: Comodo

T: And scenic?

S8: Vista....

T: Yes.... Buen panorama... No se como adjetivizarlo..... buena vista??? Boring?

SS: Aburrido!

T: Good! And bumpy? (She starts jumping on her two legs and moving her hands like in waves).

SS: Cansón! Brincon!

T: Yes... un tronco de viaje cansón, con muchos sobresaltos.... That's the idea! And scary?

S10: Con miedo.

T: Yes.... And short? And long?

SS: Ayyy corto y largo!

T: Good so now think about a trip that was pretty comfortable, pretty scenic, pretty boring, pretty bumpy, pretty scary, pretty short and pretty long. Utilicen cosas como: I went to Bogotá by plane. It was pretty comfortable. Think for about 1 minute y tratan de utilizar the adjectives we have seen. O.K.? Use your imagination. Ya les di la Number 1: I went to Bogotá by plane. The flight was pretty comfortable. (Writing it on the board). Supongan que quieren ir by bus, by train, by car.... On a boat, on a motorcycle.....

SS: (Think for 1 minute).

T: Mr. Piña give me an example with pretty scenic. Una vista así maravillosa! Ajá Daniela lo tiene. Yes, tell me.....

S1: I went to Bucaramanga. El parque Chicamocha was pretty scenic.

T: (Nods) Writes the sentence on the board. I went to Bucaramanga. Parque Chicamocha was pretty scenic. Good! Great!

S10: Teacher or Chicamocha Park????

T: Yes....of course we can say Chicamocha Park but you can also say Parque Chicamocha because it is something very Colombian. We don't have to translate everything. No necesariamente. It is known as Parque Chicamocha. Boring!!! (Making funny faces and showing the sentence with the adjective). Mr. Rada..... A boring, boring trip.... What happened?

S11: I went to the Vaticano!!

T: El Vaticano, in Italy? Vatican City?

S11: Yes...

T: I went to Vatican City (Writing it on the board)..... Finish the idea.....

S11: It was pretty boring.....

T: Ya está.... Good! It was pretty boring (writing it on the board). Excellent! So he went to Italy but didn't like Vatican City.... Hmmmm... O.K. Bumpy! A los Colombianos nos pasa mucho. Nuestras roads no son las mejores.... Or it happens on the planes or the buses (Moving her hands in a wave shape). Give me an example.... A ver, a ver..... Bumpy, bumpy, bumpy! Saavedra! Give me an example.....

S3: I went to Sahagun.....

T: Yes! Sahagun..... What a bumpy place..... Sahagun is terrible. Brrrr..... Brrrr.....(Making noises and moving her hand, like passing a pothole). Además que pueblo laaaaargooooo!

SS: (Laugh loudly).

S3: It was pretty bumpy.

T: Very true. I hate it! Scary!!!

S12: Yo tengo una!

T: Yes... Mr. Charlie.....

S12: I went to Toribio.

T: Hmm Toribio.... Where is Toribio??

SS: Cauca!!

T: Hmm yes..... sure.... Toribio, Cauca. So I went to Toribio.

S12: The town was pretty scary...

T: Good Charlie...Nice! Now think about a short, short trip or a long, loooooong trip (Moving her hands apart).

S13: Con Corozal teacher, Corozal.

T: O.K. then....Tell me.....

S13: I went to Corozal. It was pretty short.

T: Nice Gera..... Well done! Do you understand? We used the verb to be in the past. We used some adjectives. Now.... Where is my book? Estoy envolatada sin my book....Ohhh, yes.... Thanks guys! O.k. so let's go to page, page, page.....92! I need and A and I need a B. Talk about how you spend your free time! What is free time?

S14: Tiempo libre!

T: Excellent Rada! That's it! Who wants to be A? Anyone who likes to read? Someone? Anyone? Hello??? You are A and you are B. Walking towards the students and pointing at them.

SA: What did you do last weekend?

T: Uhum.....

SB: Nothing special. What about you?

T: What about you..... Yes....

SA: Well, I went to the beach.

T: O.K.

SB: How was that?

SA: I had a really nice time.

T: O.K.... How many verbs can you count that are used in the past? In that little conversation.

SS: Three!!!

T: Three??? Only three?? Let me see..... There is a question in the past.... What did you do?

S1: I went to the beach.....

T: Yes..... Dani..... Thank you..... Good! Number 2. There is: How was that?

S2: I had, I had a really nice time. Number 4

T: Hmmm. Yeah! Se les pasó the first one. Careful. It is a question in the past.... Alright.... Van ahora a llenar guys el postcard del exercise B. Use the chart you have here. The regular and irregular verbs. Please look carefully. Check which ones are regular and which ones are irregular. If you don't know you can use your phone, your dictionary, your notebooks or call me. The post card. Under the line tienen el verb en base form..... you have to put it in the past. Transform the verb. O.K. Go!

(END OF VIDEO RECORDING)

#### **Transcription 4**

**Level 2 English for Undergraduates**

**Universidad de Sucre**

**Session 4: Wednesday May 22nd/2013**

**Time: 6-8 p.m.**

T: Les recuerdo guys you can find the copies in the library. These are the questions for the speaking test. Miren aqui (showing the questions to the whole class) six, seven and eight. Quedaria pendiente Unit 9. Now let's work the questions in groups. Formen groups the four or five people. I only have 5 copies. Alright ready.....(Moving all over the classroom) Aca hay un group, allá another group, there is another one here, one more there este es un grupo gigante..... si alguien quiere fugarse para otro group mejor..... Good! And the last one on the back. O.k. so get together, viendose las caras, nice! Hey look le estas dando la espalda a Mr. Piña. Get organized... Ustedes no me deben algo, como homework? I dont remember.....

SS: No!!!

T: Si habia homework. Una hojita, la ultima del Unit. Exercise B and C.

SS: (Nod)

T: Bueno babies..... take out your homework. Give it to me. El que lo tenga. Les dije que individual, right?

S1: En group! En grupo de todo el salón!

SS: (Laugh loud)

T: (Smiles)

T: Era el Checkpoint 8 B and C.

S1: Solo el B and C....Teacher!

T: Si eso es lo que estoy diciendo..... Eight not A.

S1: Ahhhhhhhh!

T: Checkpoint Eight, Checkpoint Eight, Checkpoint Eight..... (Students hand in homework) Thank you, Thank you!

S2: Teacher.....

T: (Approaches student) Yes....tell me.....

S2: Como es esto? (Showing the Exercises)

T: No, no, no, no, nooooo..... This is the verb..... You have to say: When did you.....?

S2: Hmmm.....

T: Yes....good! No more Check points?

S2: Teacher!

S3: Solamente el Checkpoint?

T: Yes....because.....

S2: (Turns in the whole Unit)

T: Baby only the Checkpoint. How are you going to study for the test then? Es mejor que me des el Checkpoint. Las copias son importantísimas para hacer un review. De ahí salen los dos tests, el de speaking y el written.

S2: De esto?

T: Yes... De ahí.... O.k. guys good! Look at Unit 1. We are going to read the questions together. Cada group va a tener alrededor de two or three minutes para pensar un possible answer. Para que ustedes generen las answers. Se dan ideas y los escucho. Alright! Number 1... Who wants to read?? Let's read them all first. Then you analyze.... Where are the readers? Dani baby dale arranca....

S2: Which activity do you regular.....ly do?

T: Regularly....Good.... There you have it.... Number two....Somebody in this group. Por acá...Someone help me read....A ver Jason....help me read it. Only read it

S4: How many calories.....calories do you burn while sleeping or swimming?

T: O.k. very good. Number 3 Mr. Victor!

S5: How much do you weigh?

T: Number 4 my dear Yineth?

S6: Hmmm.....(nods)

T: O.k. my dear Mr. Rada.....

S7: Are you on a diet?

T: Alright....good..... Number 5....Mona! Number 5.....



S8: How often.....

T: Number 5!!!

S8: Ahhhhh..... Do you.....Do you.....

T: Ummmhmmmmmm.....

S8: Do you practice any sport? Why or why not?

T: Yes....Why or why not? Number 6.....Por acá Mr. Saavedra

S9: How often do you practice it?

T: Good! Number 7. My dear Grace.....

S10: At what time do you usually get up?

T: Get up.... Yes..... Good! Number 8....Mr. Rada.....

S7: What time do you usually eat lunch?

T: Thank you.... Number 9... My dear Zarza....

S11: What time do you go to bed?

T: Excellent. Ten! My dear Alonso.....

S12: What do you eat for breakfast, lunch and dinner?

T: Yessss..... Number 11. My dear Yeily.....

S13: Are youuuuu.....

T: Aja....

S13: Are you in shape or out of shape. Why?

T: Why? Yes.... Number 12 Yinneth!

S14: What foods do you try to eat?

T: Good! Number 13. Someone in that group. Jason.....Mr. Oviedo.....O.k. Mr. Oviedo.... Number 13.....

S15: Give me examp.....

T: No, nooooo..... Number 13, 13..... Voló Mr. Oviedo.....

S15: Do you have a sweet.... A sweet....

T: A sweet tooth (nodding) Good! Number 14. Richard!!!

S16: What do you do to stay in shape?

T: Good! Number 15. My dear Gera.....

S17: Give me examples of....

T: Carbohydrates.....

S17: Carbohydrates, proteins and vitamins.

T: Proteins and vitamins.... O.K. Number 16. Mr. Piña!

S18: What are they good for?

T: O.k.... Number 17..... Mr. Zarza.....

S11: How often do you go to your English class?

T: Yes.... Number 18... Mr.... Mr....

S2: Daimmer.....

T: No... Mr. Martin....

S19: Cual, cual teacher?

T: Number 18.....

S19: What do you usually do on weekends?

T: Good! Number 19... My dear Lili.....

S20: What are you doing this weekend?

T: Hmmm. And Number 20..... My dear Rube says.....

S21: What do you like or dislike of your daily routine?

T: O.k. yes routine... Very nice. Now.....In the groups, in the groups. You are going to try to give ideas. Aja... yo diria esto. Tu por qué piensas aquello...Será que podemos responderlo así? Simple sentences, simple ideas. Recuerden que están en un Level 2, lo que no quiere decir que no puedan ser más elaboradas sus answers... si pueden háganlo..... but remember don't complicate things when they can be very simple. Remember answer using Subject-Verb-Complement. Los voy a dejar tranquilos para

que le trabajen a las answers. Let's start with Questions number 1, 2, 3, 4 for five minutes. Apoyense mucho en las questions. Los teachers estan esperando que ustedes digan: I regularly go swimming, go to the gym, walk in the park or run in the morning.... En el number 2: How many calories do you burn? I burn.... bla....bla.... bla..... calories. O.k. ready??? Que caras!!! Ni que fuera Monday!!! Think, think!!! If you need me.... (Raises her hand) Teacher please? But get ideas from each other first. You can put them on the back of the sheet of paper. O.k. guys?

SS: (Group work)

GROUP 1: En la número 1. Pon ahí volleyball. (They pass the question sheet from one member to the other)

T: (With GROUP 2) Si no haces deporte.....You could say: I don't practice any sport.

T: (Moves towards GROUP 3): The calories.... Yes the chart.... You can find it in the book. Hey guys el chart esta en el book. Let me see. Look... here it is..... For swimming??? Que es lo que dice el question?

SS: Swimming and Sleeping....

T: Hmmm. It says for swimming. Write the number down. The calories.... 572 calories. Ya se lo dije.... 572 calories....And for sleeping... Ahi dice sleeping?

SS: Yes!

T: And sleeping..... I don't see sleeping.....Sleeping! Helloooo! Ahhhh.... Yes..... 64 calories!

GROUP 3: What?

T: For sleeping... 64 calories.

GROUP 3: Sesenta y cuatro??

T: Yes.... You burn calories while sleeping. 64 calories. So remember in Unit 6 you can find the chart. Con los different activities. Lo revisan por si las moscas!

GROUP 4: (Talking among each other) Cual era? La 2? Si.... Vamos con la 3. How much do you weigh? Que??? Eso que es??? Yo creo que es algo asi como peso??

GROUP 3: (Talking among each other) Vamos con la 5.... Yo te la pregunto. Do you practice any sport? (Yinneth laughs) Como es que es..... Yes I practice! Ajá y entonces? Cual sport? (Yinneth laughs) No se..... Volleyball, basketball, soccer... Yes, yes.... basketball.

T: Alright guys. Time is over for Number 1, 2, 3 and 4.

GROUP 2: Corre, hay que responder la 3. La número 3. Yo no se eso que es....  
Grupooooo!!!

T: Aja. Number 1. Esa vaina que es? Group Number 1.

GROUP 1: I usually play soccer.

T: Yes....good (She writes it on the board). Group Number 2!

GROUP 2: I regularly go to the gym!

T: Hmmm Nice! (She writes it down, while repeating the sentence). Group Number 3!

GROUP 3: I regularly wa..... wa.....

T: Watch?

GROUP 3: Walk, walk.....

T: O.K. So it is.. I regularly walk.....

GROUP 3: Read and play volleyball.

T: Read and play volleyball (She writes it on the board). Wow.... Excellent! You see, there are all different. So please practice at home before the test. Prepare yourselves. And Mr. Victor's group?

GROUP 4: Cual?

T: Number 1. Aja.... Give me an idea!

GROUP 4: I..... I.....

T: I..... I.....Ayayay.....

GROUP 4: I study regularly.

T: (Writes it on the board)Number 2. What did you guys think?

GROUP 1: Ese es el de las calories.

T: Yes... so check the chart and let's put something there.

GROUP 2: I burn.....

T: Yeah... I burn..... Cuantas?

GROUP 3: 572

T: So... I burn 572 calories swimming or I burn 572 calories when I swim.

GROUP 1: I burn 64 calories sleeping!

T: Les está preguntando specifically por sleeping and swimming....

GROUP 1: Pero teacher podemos asi? I burn 64 calories while sleeping!

T: (Nods and smiles) Yes..... So I can also say I burn 572 calories while swimming. Claro que si Dani, very good! Esta otra esta muy bacana porque hicieron como un comparison: I burn more calories swimming. Good guys. Los pelaos saben (Looking at GROUP 3). Lo importante es decir algo significativo. Muy valido lo de allá también. Alguien dijo algo different? Any other ideas? No? Todo está bien hasta ahí? Don't complicate your life. Simple, simple..... Number 3. Que dice el 3?

GROUP 2: How much do you weigh?

T: Que es eso?

GROUP 2: Cuanto pesas?

T: Esooooo.....

GROUP 2: I weigh fifty.....fifty.....five.....

T: Fifty-five.....??? O.K. So let's say fifty! You can lie a bit.

SS: (Laugh)

T: Remember that in the United States measurements are different. Over there they do it a punta de pounds, pounds, alright? Para convertirlo a pounds necesitamos el 2 punto algo..... something like that..... Mas o menos es el double..... Si peso 50 kilograms. Esto está alrededor de 110 pounds. Pero como estamos en Colombia use Kilograms. O.k. guys? Lo único que tienen que decir es I weigh, I weigh.....Number 4, my dear Jason and his group!

GROUP 4: Are you on a diet?

T: Hmmm....very simple question. So are you on a diet? You can say NO! or No, I'm not.

GROUP 1: Teacher que es lo que dice en la tercera?

T: Number 3? I weigh.....

GROUP 1: Y no se puede decir..... I have.....?

T: Donde, donde?

GROUP 1: I have en la 3.

T: No, no..... I weigh 70 kilograms o de una 70 kilograms. Pero no I have.

GROUP 3: Y con I am?

T: I am..... No, no con I am..... En la cuatro deciamos..... Are you on a diet? No, I'm not!

GROUP 4: Y no podemos decir..... No, I don't?

T: Como seria tu question?

GROUP 4: Are you on a diet?

T: (Nods from left to right) No, mira como arranca.....(She writes it on the board) Are you..... Verb to be. Respondo con el verb to be. No, I'm not! No, I don't no porque no hay "do" por ningún lado. No es Do you weigh..... so many kilos..... It is different... Do you understand?

GROUP 4: (Nods)

T: Y si quieren responder yes.... Que hacen?

GROUP 1: Yes, I am.

T: Yes... good. You could even say... ponganle un nombre I am on the "lettuce diet". I am on the "carbohydrates diet". I am on "Doctor no se que carajadas diet".

SS: (Laugh)

T: Recuerden escuchar con atención la question. Les voy a dar 6 minutes para que respondan 5, 6, 7 and 8.

SS: (Work in groups)

T: So for number 5 el complementó. No, I have no time.

GROUP 4: Pero se puede decir solo No....

T: Yes... of course but there are many answers. Do you practice any sport? Yes! Do you practice any sport? Yes, I practice soccer.

GROUP 3: Teacher, no se puede decir I don't have time?

T: Claroo.... Very good! Number 6! My dear Sequeda what is the question?

GROUP 4: How often do you practice it?

T: How often do you practice it? What is that?

GROUP 1: Cada cuanto?

T: Hmmmm....yeah good....So?

GROUP 2: I practice everyday.

T: Esoooo!

GROUP 1: Dos veces a la semana!

T: How do you say that in English?

GROUP 1: I practice twice

T: Twice a week or.....

GROUP 1: Two, two times

T: Yes... Or two times a week.

GROUP 4: Teacher y puedo decir two days?

T: Hmmmm. Lo usual es decir en English twice or two times a week.

GROUP 3: El esta como traduciendo....La idea es que el practica 2 dias a la semana.

T: Yes.... Es como si pensaras en una literal translation from Spanish to English. But you have to use this (showing the examples on the board) when talking in English.  
O.k.?

SS: Nod

T: Number 7. Toca acá..... Group 2.

GROUP 2: I get up at 7:00 o'clock.

T: So the question is..... What time do you get up?

GROUP 2: No..... At what time do you usually get up?

T: Ahhhh....alright.... And she said..... I get up at 7 o'clock. Excellent! Alguien dijo algo different?

GROUP 1: Con usually.....

T: Good! I usually....

GROUP 1: I usually get up at 5:05 a.m. Puedo decir the minutes. Not only o'clock. Like six fifteen, five ten, seven twenty....No tienen que hacerlo de la manera tradicional. Se acuerdan? Y que a quarter to seven, a quarter past six, half past seven.....Yo puedo coger y decir.... Five "o" five, five ten, five fifteen, five twenty.....Good! Number 8.

GROUP 3: Nosotros teacher, Number 8. Ya las hicimos todas.

T: Good! So the question is.....

GROUP 3: What time do you usually eat lunch?

T: O.k. so.....

GROUP 3: I usually eat lunch at.....

T: Miren lo importante "at", "at".

GROUP 3: At 12 o'clock

T: At 12 o'clock. Good! Alguien tiene algo diferente? Please don't forget this "at". Y no compliquen con el time. Que pasa si alguien puso asi? (1: 25) (Writing it down).

GROUP 3: Ahhhh.... At one twenty-five.

T: Que pasa si alguien puso asi..... (12: 45) (Writing it down)

GROUP 4: At twelve..... At twelve forty-five!

T: Se puede responder automaticamente at one, at two thirty, at one thirty five. Pero creo que los teachers estan esperando longer versions. Apoyense en la pregunta.

(END OF VIDEO RECORDING)

### **Transcription 5**

#### **Level 2 English for Undergraduates**

#### **Universidad de Sucre**

#### **Session 5: Monday May 27th/2013**

#### **Time: 6-8 p.m.**

T: Bueno guys, como saben ya estamos a punto de terminar. Esta es nuestra penúltima sesión. (She makes faces and fakes crying). I am going to miss you very very much. I will remember you for ever y cuando me vean por ahí, me saludan. You call me, Hey teacher! A lo mejor no me acuerdo del name porque recuerden que sufro de



Alzheimer....Si me ven por ahí you les digo: Hey you were my student! Verdad Mr. Piña? Good. Vamos a comenzar con los videos, songs and commercials. Saben que tenemos 30 minutos y 45 para el famoso Unit 9. On Wednesday que no me puede faltar “Na nay cucales”, ni medio de ustedes, tenemos que terminar lo que no alcancemos del Unit 4...

SS: Nine!

T: Yes.... Nine y hacer un little review de los anteriores: eight, seven and six. Asi como estudian para los parciales de sus careers, please..... study for the English final. Mientras pasan los videos que faltan, se pueden dedicar a estudiar para sus exams. Cuando se terminen los videos me prestan atención todos!

S1: Teacher una pregunta. El final quedó con el mismo horario de clase?

T: Yes....quedó para el Wednesday..... Wednesday.....

SS: Cinco, cinco, five....

T: Yes.... Wednesday, June 5th at 6:00 p.m. El mismo dia se reparte el written y para el oral se va llamando en pairs. Come here, come here.....

SS: Quien lo va a hacer?

T: Por ahora su teacher Andrea....

SS: Estamos pasados!

T: You better study! Yeah, yeah.... Sure (Making funny faces). (She calls attendance). Mari Ale..... where is Maria Ale? Uyyyy I met your boyfriend..... Ese es el que te hace sufrir?

S2: Si teacher ese.....

T: Tan bueno que se ve el pelao. Procura que te trate bien porque soy capaz de meterle una “trompá” si te hace llorar otra vez!

SS: (Laughing)

T: Bueno ready....Yorleidys tienes que traer el song, de una. Victor! Trajiste el song? And the Power Point Presentation? Bueno después de Yorleidis.... de una! Let's go. You are going to look for Contractions in the song, alright? Contractions! Jeison are you ready? Do you want to start?

S3: Yes teacher.....

T: Hey! On the back can you turn some of the lights off? Not all of them.... Victor!  
Please turn some of the lights off.... The lights, the lights! (The lights go off) Así no!!!  
No, no.... turn some back on! Dejen la recocha.

SS: (Turn off the lights) Así, así, así teacher!

T: No! Les voy a poner 10 a todos en el final como sigan con el desorden... Ya, ya.....  
leave some on!

S3: (Jeison puts the song up: The Scientist by Cold Play)

T: Remember look for Contractions. That is a great song!

S4: Si, si tronco de canción de Cold Play!

T: Alright Jeison, give some examples of contractions you found in the song....

J: It's, I'm, comin'

T: It had the apostrophe.... Comin' yes..... Remember than in songs it is o.k. to do a  
lot of things to words. Things that in formal English you wouldn't do.... Good! Thanks!  
Yorleidis baby, ready? A little bit of the song and Victor a little bit of the song and the  
presentation.....Ready?

S4: Nada profesora, que vaya pasando otro....

T: Victor! Come..... Put your stuff up..... And Maria Angelica get ready for the song.  
Victooooor! Ahora where is he??? Bueno entonces vente Mona..... ahora la mona  
hablando por el phone..... Hey we only have 15 minutes. Hurry! Aja Victor..... Fly, fly,  
fly.....

S4: (Finally opens video file) Que busco?

T: Contractions..... they are easier..... 1, 2, 3.....

S4: There's, I'm, You're, He's, Isn't, Wanna.

T: Good, good, good. Hay un pocoton! Ready Victor.... Your song and presentation.  
Mona get ready.

S5: Que busco?

T: Te parece pronouns?: He, She, It, You, We, They.....

S5: (Puts the song up)

T: One, two, three, four, five, six, seven.....

S5: (Laughs)

SS: Nothing to lose, fire away, fire away (Singing song)

S5: Bueno teacher yo veo... It, You, She, I

T: Good..... Ready.... Para ahi.....Dale the next activity. Abre el Power Point Presentation.

S5: When I was 4 years old I went to Coveñas.

T: Hmmm.... Next!

S5: When I was 10 years old I went to a soccer match.

T: Good! And.....

S5: When I was 13 years old I bought my first bike.

T: Good my dear Victor! Thank you..... Excellent..... We are flying..... Remember we don't have more time. My dear Mona, please.... Que quieres mirar?

S6: Contractions

T: O.K. Go.....

S6: (Puts the video music on)

T: So, I counted 11. How many do you have?

S6: I'm, 'till, They'll

T: What else guys? Help her! Piña what?

S7: I've

T: Good I've..... What else?

S6: Yaaaaa....

T: Mona, va la presentation..... Ajá dale baby.....

S6: In 1919 the pop-up toaster was invented by Charles Strite.

T: Good.... Next!

S6: In 1939 the first succ..... succ..... successful helicopter was invented.

T: Yes.... Very nice! And the last one?

S6: In 1959 de Barbie Doll was invented.

T: Great! Thank you very very much. I think those are all the songs and presentations that were missing. Now..... Please everyone take out Unit 9. We don't have a lot of time. Look for 30 seconds, 30 seconds at the picture. Victor! The lights, the lights, please..... How many of you have Unit 9..... Hmmm like 3 of you..... Well good! Look at this chart (showing the book's page) Look at quickly..... What do you think it is? Where can you find it?

SS: (Giggle and talk among each other)

T: What is it? Donde la pueden encontrar?

S3: Airport....

T: Thank you Jeison..... an airport. You can find the chart at the airport. Yes.... How do you know? Como lo sabes? How do you know?

S3: Dicen algo de la hora, el numero de vuelo....

T: O.k. very nice..... You were reading here departed, boarding, on time. Alguien allá dijo Cancelado. Yes.... Cancelled.... So what is destination?

S8: Destino....(On the back)

T: Destination.... What is it?

S3: Brazil!

T: Destination where the plane.....

S9: Donde el avión llega.

T: Yes....Mr. Rada....Nice! Where the plane arrives.....Here is Flight Number and here is Departs. What is the word Departs? Excellent.... Rada.... When the plane leaves..... Good. Now who wants to read? Who wants to be Marmo and who wants to be Robert? Sound Bites. Page 101. Anyone? Then Zarza and Mr. Rada, ayudenme.....

S9: Excuse me. Do you speak English?

T: Mr. Robert....

S10: Yes. But actually I'm French.

T: Excellent!

S9: I'm looking for the bullet train.

T: Excellent!

S10: Which one?

T: Yes....

S9: The Nozomi. To Kyoto. Leaving at 10:20???

T: Yeah....That's right. Zarza....

S10: I'm taking that, too. You can fol.....fol.....

T: Follow me..... Follow.....

S10: Follow me. It leaves from track 15.

T: Nice....Marmo.....

S9: Thanks. But we should hurry. It's going to leave in seven minutes.

T: Excellent!

S10: By the "why" (wrong pronunciation), where are you from?

T: Nice....

S9: Jakarta. I'm Indonesian.

T: Yes... next....

S10: No kidding! I'm going to Indonesia next week.

T: Good....

S9: Really? What a small world.

T: So great. Well done guys. Now listen. What is the difference between this place and this place? (showing the two pages)

SS: The bullet train....

T: Uh hum..... It's the bullet train..... So they are in a train station. They're not in an.....?

SS: Airport....

T: Yes...airport. Now they are in a train station. In a special train, that it is called.....?

SS: The bullet train.....

T: Eseeeee..... El tren bala y esta en???

SS: Japan....

T: That's right. So who can tell me where Marmo and Robert have to go to take the train?

S3: The track....

T: Excellent! At the airport it is the Gate. At the train station it is the Track. Miren que interesante. Ya les hablaron del Airport, ahora les están mencionando el Train Station. Si algún día van a Europe or Japan.... Allá funciona mucho el train. Se van a encontrar entonces con un Track. Here....(She turns the page). Look at this vocabulary! Look for 30 seconds. Tell me the difference between this one and this one? What is the difference? One way ticket a Round trip ticket? Que no sea los que hablan siempre....Other people.....Look and think.....

S11: Ahhhh... tiquete de Ida y Vuelta.....

T: Thank you.... Very good! Cual es Ida y Vuelta? Which one?

S8: Number 2...

T: Yes....Because it says....

S11: A round trip ticket....

T: Y a One way ticket?

SS: Ida.....

T: Any time you need to buy a bus, train or plane ticket. Revisen que diga a Round Trip or One Way. Si van a Japan se van a encontrar con el Local Train y el Nozomi Train o el famoso Bullet Train, right? It is important to know how to read charts and signs. They give us a lot of information. An example the time of Departure and the time of Arrival. Qué será arrival?

SS: Arribar.

T: Thank you.....Yes..... Arribar or.....

SS: Llegar??

T: Yes, that's right. Depart.... Salida..... Arrival..... Llegada. Good. Si se montan en un airplane. Look at the tickets. How do you know it's an airplane?

S9: Flight....

T: Excellent! Dice la palabra Flight! Flight.....Vuelo. Como digo el verbo?

SS: Fly!!!

T: Yes, fly....F-L-Y (Spelling). Hasta ahí es Fly. Si estoy en un train, o un plane o un bus. Cual es el window seat y el aisle seat? Ahí lo muestra en el picture.

SS: Window seat.... Al lado de la ventana.....

T: Yeah... and the other one? You are sitting in an aisle seat (Showing students next to the aisle in class).

SS: En el pasillo.

T: Excellent, excellent, excellent..... La idea es como vamos volando guys. Ya nos quedan fifteen minutes. Se van a comprometer a hacer los exercises for Wednesday.

SS: (Whisper and nod)

T: Look on this page. The last part. Check out the difference between Could and Should. No voy a decir nada. Ustedes van a salir al tablero. One minute. Look at the examples in the book. This is on page 103. Pilas, pilas, pilas.

S12: A book!

T: ¿Se lo presto?

S12: (Nods)

T: Think about the difference between “Could” and “Should” and come up to the board and write and example.

SS: (Work together in small groups)

T: (Walks around the class, looking at the examples)

S3: Uno es de posibilidad....

T: Ajá.....

S3: Si teacher uno es de posibilidad y el otro.....es como un deber ser.

T: Nice.....so what is could?

SS: El de posibilidad

T: Yes.....you are talking about a possibility. And this? What is advice?

SS: Una advertencia!

T: Mmmm.....Mmmmm (Meaning no)

SS: Un consejo!

T: Yes...that's right! One from this side and one from this other side. One with could and one with should. Look for 30 seconds at the explanation. Look at the sentences. Ahí les dicen que hacer. It is very simple! Podemos verlo así..... Should is the Advice. It is a recommendation, and Could the Possibility..... Hey.... You could.....

S14: Take the train on Track 4

T: Yes..... Nice..... O something like..... You could take the next train or you could stay with me. Lo otro es You should buy a round-trip ticket for your vacation it is a better deal. So..... quien se lanza al ruedo my friends.....? When you write the examples, lo comenzaran a ver....Look at this example: You could buy a round-trip ticket on LAN but AVIANCA is cheaper. What are they saying Mr. Piña?

S8: Hey teacher! Que lo compre en AVIANCA que es más barato.

T: Yes....something like that. They are giving a recommendation.....you decide what to do. A ti te dan la sugerencia.....tu finalmente decides que hacer..... Es como HEY.....tu podrías comprar tu tiquete ida y vuelta en LAN pero en AVIANCA está mas baratieri..... Do you understand? Y ahora con "Should". Quien me dice como seria?

S7: You should buy the tickets in AVIANCA because they are cheaper.

T: Ahí si....Lo puedo utilizar en el mismo context.....Very good! (She writes the example on the board). Anyone else? Quien dijo yo? Esooooo

S14: Vamos a ver.....(Charlie walks towards the board and writes his example)

T: Hmmm.....Let me see..... Aleja's boyfriend should let her go out with me. Buenisima..... Ve a decírselo a él. Te decapita, my dear Charlie.... Que quiso decir Charlie aquí? Ya sabemos que tiene un secret crush.....

SS: (Whistle)

T: Ya se lanzó..... Que dice aquí my dear students. My dear Dani.....Aleja's boyfriend should let her go out with me.

S3: Que Aleja debería.....

SS: No, no..... Que el novio de Aleja debería dejarla salir conmigo.

T: Uhhh Aleja se te lanzó. Te lo dije baby...



SS: (Make noises)

T: Excellent! Quien quiere hacer una con “Could”? Look at the examples. Nadie quiere poner una? Nos quedamos hasta las 8:00 my friends..... Oh!! Aleja va a responder..... Nice!

SS: (Make noises)

S15: (Alejandra goes to the board and writes the sentence). (While she writes on the board another conversation takes place).

S16: Teacher que es shape?

T: In what context Kevin? Give me the idea.

S16: To be in shape....

T: Ah..... if you say to be in shape is when you exercise. You are.....

S3: En forma teacher.....

T: Yes good. To be in shape or to be out of shape. De pronto los has escuchado en algo asi como: What is the shape of ....? That is a circle, square, triangle....

S16: Si las formas geometricas.....

T: Entonces puede ser la forma o estar en forma.....like when you exercise Jeison.

S16: Teacher y.....well building?

T: Well building? No sera well-built?

S16: Eso, eso teacher....

T: Los que tienen full musculo. Estan in shape. Pero una super shape. Como fornido....corpulento. Ajá.....Look at the response. My boyfriend couldn't do that. Cual fue el reply?

S17: Aja teacher pero eso no era una posibilidad?

T: Si lo que pasa es que creo que ella quiso decir: Mi novio no puede hacer eso..... Pero acá en English está como: Mi novio no pudo hacer eso. Acá el Couldn't no es possibility es No Poder. Y que tal si ella hubiera escrito: My boyfriend shouldn't do that? Cambia un poquito el context, right?

S18: Ah ya teacher..... Mi novio no debería hacer eso.

T: Yes.....Exactly! Hey.....mi novio no debería hacer eso..... Yes.... You got it!

(END OF VIDEO RECORDING)

### **Transcription 6**

**Level 2 English for Undergraduates**

**Universidad de Sucre**

**Session 6: Wednesday May 29th /2013**

**Time: 6-8 p.m.**

T: Hey guys.... Recuerden que nosotros acordamos vernos para el final on.....??

SS: Wednesday!

T: Yeah, Wednesday night, alright? Remember, please. Y que ustedes todavía no tienen a nadie asignado. O sea que como que me va a tocar a mí guys....

S1: A qué hora y donde, teacher?

T: Seis en punto. Para que a las siete ya esté todo el mundo fuera.

S1: En donde, en donde?

T: Si es el Wednesday, nos toca acá. Bueno va. Level 2 written test. Specifically, specifically. Anoten please. Son cinco grandes puntos y el number six es un reading. En el reading les doy unos tips, porque va a ser super, super, simple. Alright, number 1: Please study questions with Can. Ahora damos unos examples. Number 2: Comparatives. Ustedes me los recuerdan ahora.

S1: No me gustan.....

T: Number 3. Activen la mente guys.... Was and Were also Wasn't and Weren't. Este como se llama?

S2: El pasado.... El verb to be.

T: Eso el verb "to be" but in the past. Number 4: Specifically Past Tense of Regular and.....

S3: Irregulars!

T: Yeah.....irregulars! Do you understand?

S3: Yeah!

T: Aparte del maravilloso mundo del "To be" que sirve para what?

S4: Ser o Estar

T: Uhmmm....yes good! Ser o estar! Por favor no le metan was, were, wasn't or weren't a todo. Solamente cuando me tengan que decir algo con Fui o Estuve. Y eso que solo estamos hablando now, ahora mismo en first person.

S1: Podemos traer el diccionario?

T: The dictionary? Hmmm. Si es conmigo el test no habría problema.

S4: Pa eso está el celular translator....

T: Pero.....pensándolo bien..... es final....mejor no traigan nada.

S1: Pero profe eso en que influye? Si necesito ubicar una palabra en una oración me ayuda.

T: Si, te ayuda y no pasa nada pero con los verbs no quiero que los busquen. Quiero que ya ustedes los transformen. Listo lo pueden buscar...pero quiero ver si saben su past. Ya? Ahora practicamos esto. Number 5: Should and Could. Este exercise va en formato de Unscramble, ya les explico. Y el number 6: Un Reading general. Este Reading solamente va a tener five questions. Es un test corto. Se cogieron los puntos más importantes de los Units que vimos en class.

S1: Como es el Reading?

T: Es un Reading passage que va a estar en pasado. Lo leen y del passage me van a responder las five questions. Ademas facilito porque van a ser a, b and c. Multiple choice questions. Busca en el text y ya. No es complicado como tal. No es análisis de texto. Es leer e identificar information. Que va a pasar con las questions con Can? Que era Can para comenzar?

S5: Algo con poder. Yo puedo tal cosa.....

T: Yes...nice.... Hay como varias versiones.

S4: Can you help me?

T: Good! Arranco de una con una question. Y el orden: Can you help me? (Writes it on the board). Hagamos una con They.....

S6: Can they play soccer?

T: Excellent! Let me write it down. (Writes it on the board). Ahora hagamos una con.....She

S7: Can she go to shop?

T: Hmmm.....Let me write it down. Can she go to shop? It doesn't sound right. It is better to say: Can she go shop? Or Can she go shopping? Or can she shop? No le pongas el to shop. But good sentence. Thanks. Si se dan cuenta en la question tengo el Can, el personal pronoun y esto?

S8: Un verb...

T: Yes....como es ese verb?

S4: Regular!

T: Hmmm.....más bien diría que queda en base form. Acuérdense que el verbo en base form es el primerito que encuentran en todas las listas. Esas que dice base form or infinitive-past simple-past participle. Ya? Los verbs son: help, play and shop. No se dice Can you helped me? Can they played soccer? O Can she shopped? Do you understand?

SS: (Nod)

T: Resulta y acontece my dear students que tambien hay unas famosas Wh-que?

SS: Questions....

T: Esooooo..... Puedo arrancar con cualquier Wh-question que se me ocurra. Si arranco con What.....Como podría pegarle ese Can? Que es lo que significa What?

S4: Watch tv....

S1: No....que puedes.....?

T: An example.....What can you do? Ahi está la Wh, mi can, the personal pronoun and the base form. Do you understand? Ya con el Can pregunto un What, o un When or un Where..... Por ahi sale algo asi como: How.... (She writes it on the board and waits for students to complete).

T: How

S9: Can

T: Can

S9: She

T: She

S9: Make

T: Make.....Pensemos en una recipe..... Make..... a.....cake? Eso..... Ustedes mismos lo armaron.....Se vararon en el complement but nice, very nice. So, how can she make a cake? Do you understand?

S4 to S1: Que es lo que es How?

S1 to S4: Como

S4: Ah sí es como, cierto?

T: En nada me va a molestar mi Wh. Lo que si debo reconocer es que es lo que quiero preguntar con el Wh. Si es el que, el como, el cuando, el donde. Como es que se dice donde en English?

SS: Where.....

T: Very good....So... Where (She writes it on the board, waits for students). Ajá, inventen!

S10: Where can to go.....

T: To go.....no..... Where can....quien??? Donde está la person or thing?

S9: Where can they.....

S10: Go!

T: Yes...Where can they go? Or Where can they swim? Where can they buy chocolates? Where can they ride a bike? Do you understand? Ya saben el format de las questions. Concentrense. Good! Number 2: Comparatives. Qué es eso? Quien recuerda?

S10: Comparativos

T: Ajá.....y eso para qué sirve?

S10: Para comparar....

T: Yes....a quien?

S10: Las cosas, las personas.

T: Yes, but only two things. We are going to compare two things. Como tip. Miren primero si es un short or long que?

S10: Adjective.

T: Eso es. El adjective es que el que me van a transformar. De pronto ven algo así. Ana is \_\_\_\_\_(intelligent) than Carlos.

S10: Ah si.....more intelligent....

T: Good..... Miren el adjective y clasifiquenlo entre short, long y si termina en Y. La mayoría de los short adjectives terminan en?

S11: e-r

T: Eso y como se que es long? Chasqueen los dedos. Is more than one sound. In-te-lli-gent. One sound: fat, small, big., Ojo con fat se le agrega t-e-r y a big se le añade g-e-r. Y como es long ella dice que se sabe la rule y que hay que agregarle more. Y si les dicen....Jose is.....

S12: Beautiful

T: What did you say?

S12: Beautiful.

T: It is a good adjective pero para un guy, un hombre no va beautiful es mejor para las girls.

S13: Handsome entonces?

T: Yes, le podemos decir handsome. Entonces Jose is bla, bla, bla, than Manuel. Aca tiene como dos sounds. Hand-some. Pero con esta palabra no se puede si no decir more handsome. No existe handsomer. Pongamos ahora un short adjective y uno que termine en Y. A ver con quien me meto..... Mr. Zarza is\_\_\_\_\_Yinneth dame un short adjective.

S14: Tall....

T: Vamos con tall..... Mr. Zarza is \_\_\_\_\_(tall) than.....Quien es mas bajito que el?

SS: Gera!!!! (Laughs)

T: Anda Gera....Es que cogen a Gera....Te tienen estigmatizado! Entonces than Gera. Pobre Gera my friends.

SS: (Laughs)

T: Lo primero que hago....I look at the adjective.....Short, Long or termina en Y. Automaticamente veo que es tall y por ende short. Solo tengo que decir...Mr. Zarza is.....

SS: Taller

T: Mr. Zarza is taller than Gera. Good... Vamos a hacer uno con Y. Alla querían utilizar beautiful, handsome y esta la famosa.....Pretty. Ya la tengo....Miss Yeily is \_\_\_\_\_ (pretty) than teacher Andrea. No vayan a decir....uy que la una es mas linda que la otra y tronco de lio....

SS: (Laugh)

T: Resulta que voy leyendo y vi que el adjective termina en Y. Entonces enseguida le pongo....

S10: i-e-r

T: Yes! Thank you! Se le pone entonces p-r-e-t-t-i-e-r. Los que terminan en Y. Remember le agrego i-e-r.

S1: Teacher cuales son algunas de las excepciones?

T: Excepciones con i-e-r-

S1: No digo.... Que no cumplen con esas tres reglas si no que se le agrega otra cosa.

T: Ah...será como big-bigger, fat-fatter. Será que estas pensando en la terminación de los verbs en past? ed, d, ied? Recuerda que estos son adjectives y en comparative form. Lo tienen listo? Espero que haya quedado claro. Tienen que repasar. En one hour no puedo hacer todo lo del semester. Bien vamos para acá. Was-Were-Wasn't- Weren't. Quien me da una idea.

S8: Maria was intelligent.

T: Eso....nice! Pero ahora resulta que ella no podía.....era esto.....

S9: Maria wasn't a good cook

T: Good! Very good! Buena para el estudio pero de cocina na-nay cucales. Her mother was a great...

SS: Usted misma lo puso, se le pasó (Laughs)

T: Her mother.....bla, bla, bla, bla..... a great teacher! Que original, right?

S10: Was!

T: Ajá no sabemos pero suponemos que la mamá ajá es una bacana. Además dice la palabra great.... Her mother....Esto sigue siendo 3rd person singular. Do you understand? Es su mamá. Ahora por ejemplo....Her father.....Ahora toca decir algo malo del father. Hombeee pobrecito.... Que decimos mal del man.....Vamos a hablar mal de el. Her father wasn't a good person!

S14: Era borrachin!

T: Hmmmm borrachin.....Bueno ahi tienen otro chance. He was a drunk. Que mala fama tienen los fathers. Entonces..... SI ponemos algo con weren't o were es porque estamos utilizando algo como.....You....

SS: Were

T: You were at my party last night. Por qué were?

SS: Porque tu estuviste.....

T: Good. Tu estuviste en mi fiesta.

SS: El estar va ahí teacher.

T: Good! That is the idea....Recuerden que la conversation tiene que tener sentido. No es que voy a escribir cualquier cosa pa salir de esta vaina.... Please read, porque también me los conozco. Ven los espacios en blanco y ponen cualquier vaina.

(END OF VIDEO RECORDING)



### **7.3 Annex 3: My Journal Guiding Questions**

**Level 2 English for Undergraduates**

**Universidad de Sucre**

**Guiding Questions for my journal**

1. How do I feel just before each session?
2. What activities did I do in class?
3. Why?
4. How did I behave?
5. What did my students learn?
6. What did I do for learning to take place?

## **7.4 Annex 4: My Journal Entries**

### **My Journal**

#### **Level 2 English for Undergraduates**

#### **Universidad de Sucre**

#### **-Session 1: April 29<sup>th</sup>/2013**

I finally found a camera and a tripod. I hope Rube and La Mona don't forget to bring them to class. I want to start already with this process. I don't want to fall behind on data collection for the research project. I hope Rube doesn't come too late to class. I need the most I can get out of the "recording sessions".

I wonder how they will react to the camera. Will they act differently? Will everyone change their behavior, including me? I guess it will happen. I guess being observed makes you become more self-aware. It will be interesting to later on watch what went on and how everyone behaved.

Before getting into business with Unit 8 I will let them know about an Oral Project that connects with the idea of using the Simple Past. I'm thinking about 2 versions. Not just one in case some don't want to talk about their childhood. So I guess one can be called "When I was young" and the other one "When was it invented?" I hope they are not too tired. We are 1 month away from finishing the semester. Finals for their programs are starting in two weeks if I'm not wrong. I gotta keep them alert and interested. Remember: Always enjoy what you do!

I took a long time explaining the oral project. I told them about the two versions. I modeled the structure of the sentences they had to include and told them to be creative and to think out of the box. I invited them to use pictures, movies, short videos, and music in their presentations. I did it because I want them to have fun and enjoy their

assignment while doing it. And I wanted for the instructions to be clear so they wouldn't have a hard time completing the assignment.

In that precise moment I thought about doing some Brain Storming to start off Unit 8. I didn't want to read the headings and subheadings from the book. I thought it would be boring. I noticed I used more English this time. I guess it is because of the video-recording. After their whole class participation they had a crazy word bank made up from their own brain storming ideas that related to the notion of vacation and traveling. I wanted to see how their context influenced what they had in mind. I then moved on to the activities in the book: the ads with their participation and points of view in triads to get them talking about vacation preferences, the read out loud conversation for pronunciation practice and language in use, and from there a word triggered an idea for the next activity. I asked them to give me more "positive" adjectives or words similar to "amazing". I then thought right there of them getting in pairs and making their own traveling conversation with the ideas given before and invited them to find the opposite of the adjectives given. I thought getting in pairs would get them moving from their sit and that sharing ideas would enrich the construction of their own conversation using the simple past tense.

I noticed I did most of the talking on this session. Of course I gave them chances to be grouped up but I like when we have whole class interaction. I feel they are more connected. I am their number 1 source of English. I believe that if they hear me constantly they could remember sounds and memorize words and expressions. I don't know how to do it any other way. I have this urge to give them input, to produce the language for them although I constantly switch back and forth from L2 to L1 to avoid any discomfort. I also noticed that I don't like "quiet" moments or spaces where nothing

is said for a long time. It makes me uncomfortable. I have to add that I don't like to sit. I need to move around, and in doing so ask, tell, guide, or advice if I don't I get bored and think the class was worthless.

I think that in this session my students remembered words they knew and some heard them for the first time maybe giving some the chance to expand their vocabulary. On the other hand some might have learned how to pronounce a certain word or expression regarding vacation and traveling and some pairs did better conversations than others and had a clear notion of the use of the simple past tense. I heard the conversations.

I don't really know what I do for them to learn. I only know I am aware that there are many different types of intelligences and although I follow a book I like to include other tasks, assignments or activities in class that maybe foster or promote learning for visual learners, kinesthetic learners and musical learners because I feel comfortable with these learning styles. I also hate to give grades so I don't focus too much on the result in class, I like to see the answers, doubts and construction of elements that can be assessed and maybe leave the grades for the projects as an end product.

## **-Session 2: May 6<sup>th</sup>/2013**

I'm not sure if Rube is going to bring the camera today. I hope he does and that the "Mona" also remembers to bring the tripod. I want to record this class because half of the students are going to present their oral projects. I want to see how they present their assignments. I want to look at things like: If they just read, if they give additional ideas, in what way they organized their visual presentations and in turn how do I react to what is presented.

I feel we are running out of time. The semester is almost over and I still have to cover Unit 9. I prefer the extra assignments and projects rather than the book. I don't like to go by the book. But the book is a guide because these courses tend to be very informal. Students don't have a book but I was given the photocopies of one called Top Notch 1B and was told to try and cover as many units as I could and that students were not obliged to have the photocopies and so that is how we go by every week. There is no formal syllabus. I must say I don't have a formal lesson plan either. I just look at the book and start coming up with activities or tasks I think would be cool or interesting to try out and that have a connection with the topics given. I also go by the "mood" of the classroom. I am very flexible as to what can be done in class. I also bring "Tongue Twisters" and "Famous Quotes" once a week. They read them, pronounce them and work on words that seem interesting. The famous quotes are meant for them to analyze the message behind it and leave them always with a reflection that can maybe transform in a positive way how they look at life.

This session was about students presenting their oral projects. Those that had to do with the past tense like "When I was young" and "How was it invented" and also older projects from weeks before. There were some funny commercials too. I watched, guided, had the class participate and made corrections. I had to use my "magic pencil" a lot. They were afraid of doing the presentations. I think that speaking generates this feeling or sensation of being exposed. So I don't pressure them. I go with them, make them aware of things done correctly or incorrectly with comments, jokes, and facial gestures.

I think these things I do relax them and allow them to feel a bit more secure. In doing so, they can come and not worry about making mistakes or feeling bad because of

mispronunciation. I just want them to try so they would want to do it again. I just remembered thinking about how I need an extra camera to do the video recordings. I will look for another one next week and try to record continuous sessions.

I think some learned how to use the past tense correctly. I saw it in their presentations. Others participated in identifying some verbs from classmates' projects and others made corrections orally. So I guess some have learned how to write, say and identify verbs in past tense and how to make simple sentences with it. I think that giving them the chance to put the past tense in another format, as a visual presentation to be presented orally made them think about the structure in a different way. They could relate it to their lives when talking about their childhood. Others chose the inventions because they enjoy knowing how things were created. So in some way they practiced, wrote and constructed ideas in the past without the need of a book or an exercise from the book. I praised them a lot for their effort and for coming forward and doing their presentations. I think that this in some way can improve their self-esteem and promote learning.

### **-Session 3: May 20th/ 2013**

I'm so grateful to have found another student who is going to volunteer recording the class sessions left with his phone's camera for my research. I am thankful because they cooperate and have been giving me a hand so I can get this data collected. I need to also record May 22<sup>nd</sup>, May 27<sup>th</sup> and May 29<sup>th</sup> the three last sessions for the semester. I hope I get enough data and that it works out for my study.

Today I feel tired and want the semester to be over. It is as if I have no energy left. But I know my students are feeling the same way and night classes are even tougher. They are always hungry, tired and want to go home. So I need to be alert,

active and keep them on track. I have to finish Unit 8 and try to start Unit 9. I need to include group work and try to record what goes on with the groups, so I can check out their interaction. I also need to do the focus group interview at the end of the session. I can't forget! I have to tell the 9 students I chose to sign the consent letter and stay for a while after class. I need to tell them about the journals I want them to keep for the remaining sessions. I hope they want to help me out and have a good attitude towards this.

I went into "hyperactive" mode. I noticed my students were tired, bored and were not concentrated. The first thing I did was to group them up. Most of them had no copies, so I had whole class discussion going on with groups working on the last part of Unit 8. It is as if I am the only instructional material available. I think I need to work on developing or bringing authentic materials to this type of courses. Like posters, maps, magazines, brochures, more videos and slides. My lack of planning doesn't allow me probably to think about this on time and therefore develop it. We did a little review of the past tense of "be" and remembered some regular and irregular verbs. I let them work on their own in groups on a completion activity from the book. I was always available in case they needed me. I never sat I just went from one corner to the other and from back to front. After a whole class discussion I followed the book's activities and got into adjectives for travel conditions. One thing called my attention: The use of "pretty" before any adjective in the examples. So I thought in that moment to ask which one was the adjective in the sentence. The ones that responded said what I thought they would say. They mentioned the intensifier "pretty". So I went on to give examples of other "intensifiers" and explain their meaning. I decided to let them work on examples about

places they went and construct sentences with the adjectives. Their ideas were cool and I think they made part of their reality and context. So they were not afraid to participate.

I think they learned how to use them because some examples written on the board by them were really cool and well structured. Others intervened and complemented ideas in a correct manner, using appropriate words and structures.

Maybe allowing them to think in terms of their context helps them use the language meaningfully. I think they enjoy whole class discussions and also like the idea of not being forced into the language. They can use L1 when they need to expand on some idea or don't know how to say something. I want them to have a support system. I think they don't want to come to a class that is going to complicate their lives and be a pain in the ass and more so when it is a class that has no actual credits.

#### **-Session 4: May 22<sup>nd</sup>/2013**

I promised I would practice the oral questions for the final test with them. So today all I'm going to do in class is give possible answers to those questions. I will emphasize on pronunciation so they understand what is being asked. I told them to make a copy of the question sheet. I don't know how many will bring it. I imagine that only a few. They usually don't photocopy the material. So I'll wait and see when I get to class. I also hope that everyone comes to this session. I want to help them out with the oral test. This makes them uneasy and stresses them out. So I hope after the class they will feel better and more confident.

In class only 4 students had the question sheet so I decided to make 4 groups of 5 people. Some students were missing. I was told they were finishing a final exam for some subject in their program. So to get them talking the first 20 questions were read by each of the students present. Then I gave them 5 minute intervals to give answers for the



first 4 questions. These were discussed as a whole class and then they went back to their groups and did 4 more. I kept on moving from one group to another listening to what they had to say and analyzing in some way how they negotiated the construction of an answer. Each group had like a strategy. And then there was a group leader who talked about the answers they came up with. I was always around to give them a hand. The other set of 30 or more questions were divided into the 4 groups each one answering 8 questions. This part of the class went by faster because of time issues. But it was a very participative task.

I think the groups worked well. Some heard each other out. Others gave answers separately without discussing how they got there. Others translated the question and then found a way to put things into perspective and used L2.

I think some learned because most of the answers were well structured. When something was wrong I called their attention and some intervened and did corrections. They also noticed something was missing or wrong.

I wanted for them to find the answers and not just me giving them out. I wanted to let them know that there could be an array of possibilities and not a fixed answer. I think they enjoyed the activity because everyone participated. Students asked questions during whole class discussion and group work. Others took notes of certain answers they liked from other groups and in some sense they complemented each other. I think that having the possibility to explore the answers to a question made them feel better about themselves and gave them a sense of reassurance.

### **-Session 5: May 27<sup>th</sup>/2013**

Uff... I need to finish grading the oral projects from those who are missing tonight and I need to start Unit 9. They have been asking about this unit. I guess they are

done with Unit 8 and want to see other topics. The only thing is that I am only going to have this session to go into Unit 9. Is it worth it? I guess I'll try so they have a chance to look at other things and not get bored. I have to divide the session in 2 parts. I'll tell them we have 30 minutes for the remaining oral projects and 1 hour for Unit 9. I'll be fair and include in the final written test what I consider they can remember best from Unit 6, 7, 8 and 9. I need to do a general review of this in the last session: don't forget!

I got to class and everyone was very talkative. Some had long faces. I guess they were tired from their finals. Most of them are almost over with them or have this week to present them. I started by reminding them about our last session on Wednesday and for everyone to come because of the review for the final written test. I told them we had to move on with the oral projects and start Unit 9. I spent around 45 minutes listening to the presentations. I was very flexible, some included the Lyrics, the funny commercials and did the When I was young or When was it invented project. I knew they had them and wanted to give them a chance to show me what they prepared and how they were going to present it. I actually never know what grade to put. It is very hard for me to put a mark on their assignments. I usually consider and tell them beforehand that I will look at correct pronunciation, accuracy, fluency and grammar structures. I add they will get extra points for "creativity". I think I give the best grades ever. I don't want them thinking that a grade defines who they are. This is a very personal issue I carry. I prefer grading according to what they can do rather than from what they could not achieve.

I asked them to hurry. I didn't give them a lot of time to make corrections or express ideas. I just wanted the basics from the assignment. There was not enough time. And everyone deserved to show their stuff.

I then moved on to Unit 9 somewhat abruptly but had to do it so they could concentrate on something else besides their finals, finals and more finals. I emphasized on pictures and signs and from there they could tell me what we were going to talk about. Some got into the task immediately others were drifting and were not concentrated. So I tried to get them involved in a whole class discussion about the topic. I then decided to do a read out loud and follow up by the students and get them talking about some vocabulary about transportation, tickets and trips.

When I got into the grammar topic of “should and could” I thought about them getting in groups and then having someone from the group to come up to the board and show their sentences. There were some interesting ideas. They had a relationship with their context and reality and praised their effort. I think they could relate to the examples.

I think they enjoyed the oral presentations, noticed some past tense verbs, also contractions and prepositions in the songs which they sang this time. I guess they knew class was almost over so it would be good or cool to sing a long, just for fun. They felt without stress.

I know I still do most of the talking. But I don't know if they actually need more time on their own. I try to switch from whole class interaction to pair work or group work back again to whole class. I feel that if I leave them on their own they will move on to other things that have no relationship with the class. So I prefer to keep them on task by being the focus of attention. I guess this has to do with my lack of training in a teaching program. Lack of training I decided to fulfill by two teaching programs I started one and a half years ago. My graduate degree at UPB for English Teaching and my ongoing Master's degree at Universidad del Norte. I had the chance to learn a lot

from them but feel I still have tremendous gaps when it comes to “teaching”. I need more training and practice so my students can become better learners.

I’m not sure if they understood the vocabulary well or its purpose. I think I was going too fast. I was again on “hyperactive” mode. But I can say they enjoyed the construction of sentences on the board. They participated without hesitating, made jokes, translated the examples for those who did not understand and made corrections with me when necessary. I can see certain signs.

I don’t know if they learn or not. I guess to me it is all about disposition. I want my students to be in a good mood and in a positive state of mind so they are willing to get something out of my classes that will make them at least feel better about themselves. All I know is that I enjoy being in class, I enjoy the human contact, I enjoy being a clown and somewhat of an entertainer. Being a teacher to me is more than just having knowledge about a subject matter, it is more than having a methodology, it is more than planning. The key element is to connect to some level with your students. From there is that it actually makes sense to have the audacity to “teach” that something to that someone.

### **-Session 6: May 29<sup>th</sup>/2013**

WooHoo! I can’t believe this is the last session. It feels good and at the same time it is sad. I will miss my students. I always do and wish them the best from now on. I hope they can all make it tonight. Maybe only a few show up. I know they finished with their finals and must be tired of them and of the whole semester. English courses always take longer to finish because they take longer to start so they have to do that extra effort to finish later on. I also hope the majority continues with their Level 3 next semester and don’t leave it for 10<sup>th</sup> semester. It doesn’t make much sense. The

University should include it in each of the programs for the first 5 semesters. There would be a continuity and some sort of level achievement.

I was glad to see most of my students in class. Made some jokes and started on a whole class review. I presented the topics one by one so they could jot them down and review them again. I asked for examples on each of the topics and made corrections when necessary.

I did this in an attempt to know what they knew, what they remembered and what they forgot or where not sure about. The examples were created by them and corrected by them and by me as well. To get them going on the last topic I decided to do a class competition. So I decided to split the class into two large groups. They had to think about writing sentences on the board using the past two students at a time and then for the sentences using could and should one side had to write them with could and the other side with should.

I tried to review as much as I could. I tried to be very clear on what was going to be included in the written test. I wanted to avoid confusion. And I did it as actively as I could think of for them. I tried to make the boring into something fun.

I guess some had a clear notion of all the topics. I could see and check with the examples that were given in class. Others were working on taking notes and making sure they wrote all the examples so they could review them at home.

When saying good-bye many expressed they were very glad they met me and that they had the chance to be in my classes. They expressed this had been a great experience. I usually feel the same way. I think I get too attached to them. I get to know them well so saying good-bye is always tough. I don't actually know if caring about them is good, bad, right or wrong I just like been there for them. I like being a support

system. But I also think I have to work on letting go and allowing them to be on their own.

## **7.5 Annex 5: Students' Journal Guiding Questions**

### **Level 2 English for Undergraduates**

#### **Universidad de Sucre**

#### **Guiding Questions for Students' Journals**

1. How do I feel at the beginning of the class?
2. How do I feel at the end?
3. Which activities did I enjoy?
4. Which activities didn't I like?
5. Did I learn anything?
6. What was it?
7. How do I know?
8. What things did I like from my teacher's teaching?
9. Which ones didn't I like?

## **7.6 Annex 6: Students' Journal Entries**

### **Level 2 English for Undergraduates Universidad de Sucre**

#### **-Session 3: May 20th/ 2013**

##### **Edwin Saavedra**

Al iniciar me siento dispuesto, con ganas de aprender, pues siento que las clases son productivas. Al terminar me siento satisfecho con nuevos conocimientos adquiridos.

En general disfruté de todas las actividades desarrolladas.

Aprendí sobre el uso de algunos adjetivos que no conocía, así como la formulación de oraciones y diálogos en tiempo pasado en forma afirmativa, negativa y en pregunta. Sé que lo aprendí porque ahora soy capaz de realizar oraciones y reconocer el uso de los verbos en pasado.

A la hora de enseñar, me gusta el dinamismo que pone en cada actividad ya que así logra captar el interés de los estudiantes y hace que el aprendizaje sea más provechoso y agradable.

Excelente maestra, tiene muchas cualidades y estrategias pedagógicas para lograr un aprendizaje en el estudiante.

##### **Ruben Giraldo**

Normal, esperando a que pasen rápido las dos horas de clase para irme a casa.

Al terminar la clase me sentí contento aunque fue poco lo que aprendí, salí con los ánimos arriba.

Me gusto la participación de todos en el momento de construir oraciones en el tablero.

Aprendí a utilizar y ubicar dentro de una afirmación o interrogante el verbo “to be” en pasado. También “adjectives for travel conditions” utilizando el “pretty” esta vez no como adjetivo si no como un auxiliar de otros adjetivos.

Me gusta todo, sobre todo la manera como nos enseña. Me refiero a que lo hace de una forma en que todos la entendemos. No es como otros profesores que se paran a hablar y hablar todo en inglés.



### **Daimer Mendoza**

Al iniciar me sentí bien, decidido a recibir la clase.

Al finalizar me sentí algo extenuado de la jornada diaria, pero satisfecho de los conocimientos adquiridos.

Las actividades de participación y construcción de ideas a nivel grupal.

Toda la clase me pareció chévere.

Aprendí sobre la estructura de frases utilizando el pasado simple de verbos regulares e irregulares. Me quedó algo de duda sobre cuándo se debe utilizar el Did.

Me gusta la forma de explicar.

### **Miguel Angel Rada**

Hoy no me siento muy entusiasmado. El día no ha sido muy bueno. Así que espero que la sesión de hoy me suba el ánimo.

Hoy aprendí muchas cosas debido a que la clase fue muy participativa y dinámica.

Me siento feliz, entusiasmado por comenzar la próxima clase ya que estas clases me relajan y alegran y desestresa debido a su metodología de desarrollar la clase.

### **Kevin Fuentes**

### **NO JOURNAL ENTRY**

### **Maria Alejandra Sequeda**

Al iniciar la clase me sentía bastante estresada, luego mientras se iba desarrollando la clase las cosas se tornaron mucho más relajadas, a tal punto que al terminar la clase las cosas se podían ver desde otra perspectiva.

Hoy la profesora nos colocó a trabajar en grupos. Lo complicado fue que ella misma los escogió, claro que después de todo resulto benéfico y hasta chévere, nunca había hablado con esos muchachos.

Gracias a esa actividad y a los compañeros con quien trabajé entendí el uso del was y el were y me atrevo a mencionar que lo aprendí porque en una oración se cómo aplicarlo y con qué pronombres lo debo usar.

La manera de enseñar de la profe es muy exacta y didáctica, donde lo más importante es saber transmitir el conocimiento y eso es algo que ella sabe hacer y muy bien en cada clase. Si siento que a veces va muy rápido pero también soy consciente de que mi

actitud hacia la materia no es la adecuada y que con más empeño se puede lograr mucho más.

### **Daniela Dajer**

Me sentí cansada porque tuve que presentar varios trabajos hoy. Entre con hambre y sueño.

Disfruté las dinámicas de la profe.

No disfruté tener que esperar dos horas.

Aprendí porque cuando llegué a la casa me toco explicarle a mi primo algo sobre el tema para una tarea. Aprendí el was y were. No aprendí ciertas palabras, a pronunciarlas. Se me hacen difíciles.

Me gusta que es divertida.

No me gusta que a veces es seria en los trabajos.

### **Greys Miranda**

Me siento un poco cansada pues ya llevo todo el día en la U dando clases. Empieza la clase y me voy entusiasmada pues la teacher tiene una energía que se contagia. Al terminar tengo hambre pero entusiasmada.

Con la teacher Andrea disfruto todas las actividades. Tiene una vibra muy positiva.

Aprendí a manejar mucho mejor el verbo “to be”. Lo sé porque realicé ejercicios con él.

De la teacher Andrea me gustan todas las maneras de enseñar. Es muy original.

Nunca debemos desanimarnos, podremos conseguir lo que nos propongamos.

### **Yeily Jaramillo**

Al iniciar la clase de inglés me siento entusiasmada. Al terminar me siento con poca energía.

Disfrute de los ejercicios en el tablero y de todas las actividades.

Aprendí como y para qué se usa el “Past Simple”. Lo sé porque realicé los ejercicios en clase.

Siento que no aprendí varias palabras. Porque no escuché su significado.

El dinamismo. Todo de la manera de enseñar me agrada.

Me cae muy bien la teacher Andrea.

**-Session 4: May 22nd/ 2013**

**Edwin Saavedra**

Como en todas sus clases al iniciar me siento motivado, con expectativas y ganas de aprender. Al terminar es bueno el sentimiento pues siempre se aprende algo nuevo.

Las actividades realizadas fueron agradables y productivas.

En general aprendí algunos tipos y reglas para aplicar en el pasado, se que lo aprendí porque a la hora de desarrollar las actividades referentes al tema lo hice bien.

Me gusta la forma como logra transmitir sus conocimientos al estudiante, la clase nunca se termina aburrida.

Excelente docente.

**Ruben Giraldo**

Un poco agotado por los parciales del día de mañana. Preocupado por los dos parciales de mañana y viendo que tengo que trasnocharme para estudiar.

Me gustaron las respuestas que daba cada grupo con respecto a las preguntas del test.

Aprendí el significado de algunas palabras y a cómo utilizar palabras que están en la pregunta al momento de responder.

Me gusta todo. En lo personal me sentí bastante cansado y ella me animó de cierto modo a concentrarme en la class.

**Daimer Mendoza**

Me siento normal.

Al finalizar con ganas de llegar a casa.

Su orientación en la forma de cómo debemos responder las preguntas del parcial oral final.

La adecuada forma de cómo responder a preguntas concretas.

La buena energía que transmite a los estudiantes en las clases.

### **Miguel Angel Rada**

Bien, entusiasmado porque cada vez que entro aprendo cosas nuevas y me desestreso de la jornada de clases de todo el día.

Hoy reforcé mi léxico y me ilustré con un nuevo pronunciamiento de palabras desconocidas.

Relajado y desestresado, con mi nuevo conocimiento.

### **Kevin Fuentes**

#### **NO JOURNAL ENTRY**

### **Maria Alejandra Sequeda**

Al iniciar la clase me sentí muy estresada. Esta por ser una de las últimas semanas para hacer parciales y trabajos y se siente bastante pesado, sin embargo en el transcurso de la clase que resultó ser bastante dinámica ya que se comenzaron a responder preguntas que se van a hacer en el parcial oral, el “panorama universitario” cambió, pues el compartir con los compañeros, la manera como se desarrolló la clase hizo que las cosas cambiaran un poco sin dejar de lado lo demás.

La actividad resultó ser divertida por la energía de la docente y también que en el desarrollo de la clase, se escuchaban muchas ideas locas que a su vez dejaban o permitían responder las preguntas.

Una de mis principales fallas es que no se muchos verbos por lo que por lo general se me hace difícil entender lo que está escrito. Pero gracias al grupo que me tocó supe contestar las preguntas. Aprendí como 3 o 4 verbos nuevos y eso para mí es bastante significativo.

La profesora es muy metódica y eso hace que sus clases no sean aburridas, ni se sientan cansanas.

### **Daniela Dajer**

Me sentí con sueño porque me desvelé estudiando para un parcial. Entré con cansancio pero salí alegre. Disfruté de mis compañeros, me hacen reír mucho.

No disfruté del frío.

Aprendí como responder cuando se trata de un viaje y dimos un repaso de todo lo que nos van a evaluar en el final.

No aprendí ciertos verbos regulares e irregulares.

Me gustó como nos enseñó el tema con ejemplos cotidianos y de forma divertida.

### **Greys Miranda**

Tengo hambre y cansancio pero la teacher le sube el ánimo a cualquier persona. Al terminar quiero ir a mi casa a descansar y comer.

Disfruté mucho la actividad de “This is Me”. Pareciera repetitivo pero en clase de la teacher Andrea no me aburro.

Aprendí a utilizar el Past Simple. Lo sé porque lo apliqué en actividades que propuso la teacher.

De la teacher Andrea me gusta todo en su forma de enseñar. Es muy dinámica, risueña y amigable.

Disfruté mucho en este espacio que comparto con mis amigos.

### **Yeily Jaramillo**

Siento mucho frio y hambre.

La solución de los talleres en clase. No me agradó que grabaran la clase. Siento mucha pena.

Aprendí a responder preguntas en distintos tiempos. Lo sé porque hice la actividad puesta por teacher Andrea. Siento que aprendí todo lo necesario.

Me gusta que la teacher responde cada una de mis dudas.

La seño se veía bonita hoy.

### **-Session 5: May 27th/ 2013**

### **Edwin Saavedra**

Al ser una docente agradable, siempre estoy dispuesto a iniciar y participar en sus clases. Cuando terminan las clases me siento agradecido con ella por su enseñanza.

En general todas las actividades fueron de mi agrado.

Aprendí sobre algunas contracciones, el uso del should y el could, se que aprendí porque realicé con éxito las actividades propuestas.

Me gusta la forma como genera confianza en el estudiante. Eso sí con respeto, lo cual hace que uno como estudiante se atreva a participar.

### **Ruben Giraldo**

Me siento un poco estresado por los parciales de la semana.

Estoy contento porque se terminó la class y ahora voy a pegar una dormida de “recuperación”.

La verdad es que no me concentré mucho en la class. Traté de dejar a un lado los parciales de la semana pero era casi imposible.

En parte me entretuve en las presentations de las personas que faltaban por ello.

Mas que aprender recordé con las presentations algunos adjectives and contractions in the songs ya que estos los habíamos trabajado con anterioridad.

La parte de la Unit 9 sobre ciertos avisos y señales de algunas terminales de transporte poco la retuve, como dije anteriormente no me concentré mucho.

El darle tantas oportunidades a los students no es lo mejor pero me gusta que lo hace de una manera en que demuestra su interés para que todos participemos y lo hagamos tarde o temprano pero que también nosotros demostremos algo de interés por la class y para aprender.

### **Daimer Mendoza**

Con algo de pereza.

Tenía muchísima hambre, pero bien por la clase recibida.

Las presentaciones hechas por los compañeros.

La clase estuvo buena.

### **Miguel Angel Rada**

Un poco nostálgico, porque ya se está acabando el programa y entusiasmado por comenzar las clases.

Aprendí nuevas palabras, y su pronunciamiento y el oír e identificar las palabras.

Un poco triste ya falta una sesión más, y contento un poco, ya se termina la clase y viene un nuevo nivel de inglés.

### **Kevin Fuentes**

Cansado y con un poco de hambre.

La presentación de las canciones y los funny commercials.

El desarrollo de las páginas del libro. La diferencia entre should y could.

Nuevas palabras como mine, shame, loud, haunted porque las vi en las canciones y me llamaron la atención.

Su buena actitud.

Cuando y como se debe utilizar should o could. Dudas sobre algunos aspectos para tener en cuenta cuando se toma transporte en el extranjero.

Repite la explicación si le es pedido, de manera atenta y amable.

### **Maria Alejandra Sequeda**

En la clase de hoy me sentía muy motivada, las cosas en el día resultaron ser bastante confortantes y al salir todavía fue mejor. El desarrollo de la clase fue muy ligero. Se hicieron cosas bastante chéveres.

Hoy se presentaron las canciones y presentaciones que hacían falta, aunque faltamos algunos pero es por tiempo. Luego de ello la profe comenzó a explicar el uso del should y el could. Lo único malo es que las canciones no se dejaron ver todas, pero estuvo muy chévere.

El no aprender con la teacher Andrea resulta difícil, por lo menos la clase de hoy fue una locura con sus ejemplos y cuando nos da el marcador y deja que nuestras ideas vuelen resulta ser una locura. Lo malo es que clases como estas se van muy rápido.

Ojalá todas las clases sean como las de hoy, darían ganas que todos los días sean lunes o miércoles.

### **Daniela Dajer**

Entré motivada porque me gané unos parciales.

Salí bien por lo que se hizo en clase.

Disfruté de los videos que vimos.

No disfruté en un momento dado porque se tornó aburrido.

Aprendimos sobre los problems during a trip y repasamos las preguntas para el examen.

No me quedó muy claro el tema porque fuimos muy rápido.

Me gusto que aprendimos mucho gracias a su alegría, movimientos y motivación.

### **Greys Miranda**

Llego a clase no tan cansada pues he terminado muchas materias y estoy muy entusiasmada. Al terminar sigo muy entusiasmada pues presenté algunos trabajos que me habían faltado.

Repito la clase de inglés me gusta mucho. Disfruto todas las actividades gracias al carisma de la teacher.

Aprendí a reconocer “Contractions”. Lo sé porque las reconocí en las songs.

Sigo repitiendo, no tengo quejas de la forma de enseñar de la teacher Andrea. Me cae muy bien es una linda persona.

Me divierto mucho en la clase de inglés.

### **Yeily Jaramillo**

Siento pánico escénico. Me siento feliz porque la clase estuvo chévere.

Me gustaron mucho los videos y las presentaciones. No me gusto que las presentaciones fueran tan cortas.

Aprendí a identificar pronombres, adjetivos, contracciones encontradas en cada canción. Lo sé porque me tomé el trabajo de escribir cada uno.

No entendí muy bien la Unidad 9.

Me gusta que la seño sea tan descomplicada. Me causa mucha gracia cuando la teacher Andrea no tiene mucho tiempo para realizar las actividades porque corre por aquí y por allá.

### **-Session 6: May 29th/ 2013**

#### **Edwin Saavedra**

Dispuesto como siempre.

Se realizaron actividades que me gustaron.

Se realiza un repaso general de todo lo visto y pues fue muy enriquecedor porque se despejaron las dudas que había sobre ciertos temas.

Me parece una docente muy clara a la hora de explicar, siempre encuentra ejemplos puntuales y eso facilita el conocimiento.

Fue una excelente experiencia. Espero volverla a tener como docente en otra ocasión.



### **Ruben Giraldo**

A diferencia de las class anteriores me siento relajado con un poco de sueño por los trasnochos pero con muchos ánimos de dar la class today.

Disfrute la construcción de las answers por parte de los students de las questions del written test. Me gustó el “recording”.

Recordé cosas anteriormente vistas en class. Las questions with can, los comparatives, el verb to be.

Me gustó todo. Sobre todo su interés porque todos aprendamos y pasemos excellent los tests.

### **Daimer Mendoza**

Estaba estresado porque venía de un parcial.

Preocupado por los parciales de Ingles que se avecinan.

La orientación que nos hizo para los parciales.

No estuve toda la clase.

La estructura de la frase cuando es pregunta utilizando could y should.

Su interés en que uno aprenda.

Comentarios: Gracias teacher por su paciencia, tiempo y colaboración para con sus alumnos. Me encantó haber sido uno de ellos. Muy buena su pedagogía y más aun su forma de relacionarse con nosotros. Más que una profesora, una excelente persona. Gracias...

### **Miguel Angel Rada**

Me siento un poco triste porque ya es la última sesión, pero feliz porque ya se termina todo.

Reforcé mi conocimiento con la manera espontanea y divertida en como la profesora desarrollaba la clase.

Feliz, emocionado ya se terminaron las clases pero, un poco nostálgico con ganas de que la profesora me de clases nuevamente en otro nivel de inglés.

### **Kevin Fuentes**

Al iniciar me sentí muy estresado y triste por la clase anterior. Al terminar me sentí muy contento porque me gustó la clase.

El recordar los temas vistos.

Al preguntar con could o should este debe ir al inicio seguido de la persona y luego el verbo. Para afirmar algo, primero se escribe el sujeto, seguido del should o el could y luego el verbo. Once= 1 vez, Twice= 2 veces, Three times = 3 veces.

Su buen sentido del humor y la forma en que llama nuestra atención.

Espero y siga enseñando de esta forma porque siempre logra sacar una sonrisa a sus estudiantes y esto hace mucho más atractiva sus clases.

### **Maria Alejandra Sequeda**

A la clase de hoy llegué muy feliz ya que como me estaban entregando notas todo ha salido muy bien pero también es cierto que hay mucha nostalgia, es la última clase y es triste saber que ya todo acabó. Al final resultó seguir siendo triste pero la profe nos da muchos ánimos y eso es agradable.

Hoy lo que hicimos fue ver y desarrollar un formato del parcial escrito. Resultó para mí muy interesante, se dieron puntos específicos de lo que se debe estudiar, lo malo es que la clase fue muy corta.

Hoy lo que aprendimos básicamente fue la estructura del examen y para mí como es el orden de las preguntas usando el could y should también me quedó claro que debo repasar lo de los verbos regulares e irregulares. Estoy bastante mal en eso.

La profe hoy fue muy puntual y certera en cada cosa que decía, sin embargo la esencia la mantenía.

Lo único claro es que en las clases de inglés nos formamos como personas integra y como estudiantes de inglés motivados a seguir adelante.

### **Daniela Dajer**

### **NO JOURNAL ENTRY**

### **Greys Miranda**

Me siento relajada, cómoda y con ganas de dar la clase. La teacher Andrea como siempre llega con su gran energía y nos contagia a todos. Al final tengo hambre.

Disfrute la sesión. La teacher nos estaba explicando algunas cosas para el parcial final.

Hoy reforcé algunas cosas pues la teacher Andrea nos explicó y no aclaró dudas.

Como se dará cuenta teacher Andrea durante todas las sesiones anteriores dije que me gusta todo de su manera de enseñar y lo volveré a repetir pero si me lo pregunta 100 veces más responderé lo mismo. Usted es muy autentica y tiene una energía magnifica.

Como comentario adicional y final gracias teacher Andrea por enseñarnos que no debemos dejar atrás el niño que llevamos dentro y que tampoco debemos dejar que este niño se avergüence del adulto que somos. Por siempre tener una sonrisa para todos y por ser excelente teacher. Nunca cambie.

### **Yeily Jaramillo**

Feliz, triste y con hambre.

Me gustó que la seño repaso los temas para el parcial escrito. No me gustó que se perdió mucho tiempo porque no llegaba “Charlie”-el señor de las llaves.

Recordé cosas que se me habían olvidado. No me gusta que sea la última clase. Teacher Andrea es muy chévere y quisiera encontrármela en el “Level 3”.

Me gustaron las palabras de la seño.

Me siento triste porque ya no daré más clases con la teacher. Sin embargo le quiero agradecer por todo. Sinceramente aprendí muchas cosas de ella. Me queda una experiencia espectacular. Me encanta que ella sea mi profesora. Deseo poder encontrármela en mis otros niveles de inglés. Teacher Andrea, muchas muchas gracias. La llevo en mi corazón. Se le quiere mucho. Miss Biology.

## **7.7 Annex 7: Focus Group Interview Guiding Questions**

### **Level 2 English for Undergraduates Universidad de Sucre**

1. Do you like English?
2. Why or Why not?
3. Have you learned anything in class?
4. Describe your teacher in five words.
5. Do you consider that there is something in particular that makes this class different from others?
6. What things does the teacher do in class that you think allow you to learn?
7. What else should the teacher do to make the class experience better?

## 7.8 Annex 8: Focus Group Interview Transcript

**Focus Group Interview Transcription**  
**Level 2 English for Undergraduates**  
**Universidad de Sucre**  
**May 20<sup>th</sup>/2013**

T: Voy a hacerles seis preguntas. Puede hablar el que quiere abiertamente y concretamente. Number one. **¿Les gusta el inglés? ¿Por qué?**

SS: Si!!!! (Algunos mueven la cabeza en aprobación)

T: Ajá, ¿por qué si?

K.F.: Es el lenguaje universal.

E.S.: Claro teacher es muy importante hoy en día. Si me gusta.

Y.J.: Por ejemplo para mi carrera es bien importante.

T: Para Biology?

Y.J.: Si, así es....

E.S.: Si, si personalmente me gusta, me agrada y quiero aprender más.

D.D.: Así es teacher puede ser que no se me facilite del todo pero nos ayuda a crecer profesionalmente.

T: Para los que dicen que no o más o menos. ¿Por qué?

M.S.: Yo por ejemplo tengo un estereotipo del inglés como algo complicado y que es difícil....

T: Number two. **¿Han aprendido algo en las clases de teacher Andrea?**

SS: Si!!!!

T: Pero ese si....**¿Qué han aprendido y como lo saben?**

D.D.: Lo que está en el libro (se rie)

Y.J.: Señor yo a veces me pongo a traducir y se mas palabras.

T: ¿Sientes que fluyen las palabras?

Y.J.: Si, si tengo más vocabulario.

D.D.: Teacher el pasado, el presente.

G.M.: Estábamos en el laboratorio en clase de Biología y me tocó leer algo en inglés y pude entender un poco más. Me pusieron hasta a traducirlo. Y algo entendí, digo más que antes.

Y.J.: Yo fui testigo de eso.

M.S.: Después de haber estado en su clase es más fácil ligar una idea con la otra para entender una oración.

K.F.: Yo he aprendido mientras estoy en clase, pero al poco tiempo se me olvida.

T: Tiene mala memoria el hombre. Bien.....Number three. **Describe a su profesora en cinco palabras.**

M.R.: Crazy!

Y.J.: Loca.

D.D.: Inteligente, creativa, loca.

Y.J.: Descomplicada.

G.M.: Original.

D.D.: Bullera.

M.R.: Hiperactiva.

T: Rube, Rube una nada más.... Vamos, vamos..... Di algo..... Bueno..... Number four. **¿Hay algo en particular que hace que las clases de teacher Andrea sean diferentes a otras clases?**

SS: Uuuuuuuuuuhhhhhh

E.S.: Su energía, su energía!

M.R.: Su locura.

D.D.: La creatividad.

R.G.: Que nos da la posibilidad de que nos expresemos como somos.

SS: Bravoooo!

D.M.: Su dinamismo.

M.R.: Su personalidad.

T: Bien....Thank you guys. Number five. **¿Qué cosas hace en clase para que aprendan?**

G.M.: ¿Que hacemos nosotros?

Y.J.: Ella....

D.D.: Preguntas.

M.S.: Los tongue twisters.

Y.J.: Los proyectos.

D.D.: Las presentaciones.

E.S.: Que nos pone a participar para poner en práctica lo aprendido. El trabajo en grupo.

D.D.: Los juegos.

Y.J.: Ajá, los juegos.

D.D.: Las dinámicas.

T: Eso guys....good y para terminar. **¿Qué le recomendarían, que otras cosas debe incluir para que aprendan, que debe hacer?**

K.F.: Empezar por una forma de enseñar practica. Es decir por ejemplo: Decir esto se hace así, así y así. Y ya luego como que ser más abierta...

G.M.: A mí me parece que así como es, es excelente.

SS: (Hacen bulla) Si.....

M.S.: Se que si hay personas como yo que al principio sentían apatía al inglés saldrían corriendo. Es mejor así....como lo hace usted.

E.S.: Hay gente que siente mucha apatía al inglés y podría decirse que hasta miedo. En su caso que usted da confianza con respeto la gente quiere estar en clase y aprender.

M.R.: Muchos teachers son aburridos.....

D.D.: Yo digo que.....

G.M.: Es que lo que pasa con teacher Andrea es que uno tiene confianza pero sabe el límite que hay entre estudiante y profesor. Hay gente a la que uno no se atreve ni a llegarle. Acá uno no siente temor.

D.D.: Yo, yo teacher. Yo digo una y es para mejorar.... Que de pronto porque he escuchado a algunos quejarse que en los dictados no pone one hundred (100) y tenga más consideración y no lo ponga malo por una letra.

SS: (Se rien)

Y.J.: Eso está bien que ahí sea exigente.

T: Ready. Bueno bien, entonces guys ya está verdad? Muchas gracias por su tiempo. No olviden los journals. Todos los días escriban algo basado en las cinco preguntas iniciales. Y también me entregan notas y apuntes. Me entregan todo. Thank you guys. Vengan juiciosos al resto de las clases.



## 7.9 Annex 9: Consent Letter

### CONSENTIMIENTO PARA PARTICIPACIÓN EN PROYECTO DE INVESTIGACIÓN

Abril 29 de 2013

La siguiente es una invitación formal para participar en un proyecto de investigación sobre Patrones de Enseñanza y Aprendizaje en Clase de Inglés. Este estudio quiere explorar que conexión tienen los patrones de enseñanza de la investigadora con respecto al aprendizaje de una lengua extranjera como el inglés. Este es un proyecto de investigación como requerimiento para obtener el título de Magister en la Enseñanza del Inglés de la Universidad del Norte en Barranquilla, bajo la supervisión de la Doctora Nayibe Rosado.

En este proyecto, la investigadora hará una auto-etnografía. Además recogerá información de manera cualitativa con videos, entrevistas, diarios y notas de campo. De esa muestra seleccionará a 9 estudiantes. Todo el proceso se llevará a cabo en 2 semestres.

Todos los archivos de audio y toda la información que se obtenga para este proyecto serán guardados de manera digital en computadores personales, los cuales están protegidos con contraseñas. Se evitará en lo posible imprimir documentos y en caso que sea necesario serán destruidos una vez se haya cumplido el objetivo para el cual se imprimieron. La estudiante a cargo del proyecto será la única que tendrá acceso a los archivos de audio y video para su transcripción. En ninguna etapa de la recolección o análisis de datos se utilizarán los nombres verdaderos de los participantes o las instituciones. Durante todo el proceso se asignarán pseudónimos a los participantes y nombres clave a los cursos y otra información sensible y nadie tendrá conocimiento de a qué participantes o lugares se refieren los códigos.

Aparte del riesgo de ser reconocidos por colegas, no se anticipa ningún otro riesgo más allá de lo cotidiano y esperamos que los resultados ayuden a demostrar la importancia de tomar en cuenta la influencia que tiene la manera de enseñar y su relación con el aprendizaje o falta de él.

Su participación en este proyecto es completamente voluntaria y usted está en libertad de retirarse en cualquier momento o por cualquier razón sin repercusión alguna. Su decisión de participar o de rehusarse a hacerlo no tendrá ningún efecto ni con la Universidad del Norte en Barranquilla ni con la Universidad de Sucre. Usted está en completa libertad de no responder a lo que no desee. La investigadora lo mantendrá al tanto de la evolución del proyecto.

Si hay dudas o inquietudes sobre este proyecto, puede contactar a la Dra. Nayibe Rosado por correo electrónico: nrosado@uninorte.edu.co

Atentamente,



ANDREA ANDRE ARENAS  
C.C. 52.387.047

He leído y entiendo la información en esta carta.

Acepto de forma voluntaria participar en este proyecto de investigación y que la entrevista sea grabada para propósitos de transcripción. He recibido una copia de esta carta.

1. Feily Jaramillo Gómez
2. Greys Paola Miranda Vergara.
3. Daimon Mendoza Castro
4. Kevin Fuentes López.
5. Edwin Saavedra Montes
6. Daniela Daza Mercado
7. Rubén Darío Giraldo Acosta
8. Miguel Angel Rada Paternina
9. maria alejandra Sequeda

Firma

Fecha

29/2013